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ABSTRACT

Papers on school libraries which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "School Libraries: Bridges or Barriers?" (Gwen Gawith, New Zealand); (2) "The Guidance on Reading and Information Skills in School Libraries--Japan's Case" (Ikuko Koyama, Japan); (3) "Present Status and Problems of School Libraries in Japan--In Order to Achieve Educational Excellence" (Yoshiro Kasahara, Japan); (4) "From CHIFLA to Section of Children's Libraries--Past, Present, and Future of IFLA's Section of Children's Libraries" (Lena Skoglund, Sweden); (5) "Education and Training of Librarians in Children's Librarianship" (Lena Skoglund, Sweden); (6) "The Objectives of Children's Libraries in Scandinavia Based on the Situation in Denmark" (Eva Glistrup, Denmark); (7) "Opening a Big Window for Each Child: A Report on the Bunko--Children's Library Movement by Local Volunteers" (Ikuko Suyehiro, Japan); and (8) "Children's Libraries in Japan--Progress and Problems" (Yasuko Nakata, Japan). A script for a slide presentation, "How a Typical Canadian Elementary School Library Is Run in a Busy Metropolitan Area," by Anne M. Galler of Canada, is also included. (KM)

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1986

IFLA GENERAL CONFERENCE, TOKYO

Division: Libraries Serving the General Public
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School Libraries: Bridges or Barriers?

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SCHOOL LIBRARIES : BRIDGES OR BARRIERS?

Gwen Gawith

Are school libraries today bridges or barriers? Are they services or places? How we define the role of the professional who shapes the school library, determines whether the school library is a bridge or a barrier to a better information future.

Recent IFLA research makes the point that we have little room for complacency and suggests that some of our "recurrent.. problems" may reflect our failure to define the role of the professional in the school library. I quote:

> There was disagreement about the fundamentals of "Who is the school librarian?" School libraries have different meanings in different countries; school librarians serve different purposes in different areas and the Standing Committee nad to face the question "How could we help the future development of this profession and rid it of some of the recurrent and fastidious problems?"...
>
> We offer these guidelines in the hope that we can help to produce a professional definition for the school librarian, a profession whose position and role is considered to be extremely important, almost crucial, in today's education but often neglected in practice. We find that all over the world school librarians are losing their jobs. We find schools making investments in books but there is low priority in manpower. One of the reasons for this is that the school librarian does not have a clear definition of what he should be doing and how, and perhaps most of all, <u>why</u> he should be doing it. *1

Other recent comments reflect the same ambivalence. Canada's Ken Haycock asks:

> In times such as these, what are the means by which the profession of teacher-librariansnip can be strengthened and even ennanced. The term teacher-librarian is used purposely here, for the signs are clear that there is relatively little danger to the continued existence of school libraries, the issue today is the continued existence of scnool librarians.
>
> We nave been successful in building facilities and collecting and organizing materials, but we have been less successful in developing an awareness and understanding of the role of the school librarian as a professional teacher, as an equal partner in the educational enterprise, and in developing strong support for that position.

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He continues:

> Teacher-librarians themselves are terribly confused about their role... unless teacher-librarians start to speak with a unified voice about the purpose of the program and why they are in school, there is never going to be a basis of understanding and support for that program and its continuation.

Interestingly, he sees the first barrier as the term 'School Librarian' itself:

> To develop the necessary programs to implement this stated aim requires a strong and close partnership with colleagues. Thus, we would do well to establish common bonds and eliminate unnecessary barriers. Let's start by eliminating unnecessary library jargon from our vocabulary. I, personally, feel that it may have been a mistake to have used the term "school library" and "school librarian."
>
> •••The school resource centre serves quite a different function from other types of libraries, because of an emphasis on teaching young people to process and use information. Even the subtle move to the term "teacher-librarian" designates the school librarian more clearly as a teacher and member of the teaching staff. Most school librarians are not professional librarians at all, we are teachers, professional teachers, and should be proud of it. * 2

On the other side of the globe, Glen Pullen, 'puts this teaching emphasis in the Tasmanian context just as strongly.

> The first constant is that, whatever our tasks, however complex our responsibilities whatever broad emphasis we or others have placed on our work, we have always stressed our role as <u>teacher.</u> Though some have failed to see beyond our resource management functions and have caricatured us as obsessive cataloguers or indolent book-stampers, we have in fact been teachers of Learning and teachers of Literature. *3

Meanwhile in Britain the Assistant-Librarian attacked the Library and Information Services Council (LISC) report <u>School Libraries : the foundations of the curriculum</u> definition of the School Librarian as "a teacher whose subject is learning itself" as their "latest effusion". *4 While this LISC Report *5 clearly advocates dual qualifications for the school library professional, and ...

> In the L.A. report to the Transbinary Group the need for highly trained professionals in an age of complex information was highlighted. The L.A. made clear its position on school librarians. Opportunities should be provided to enable the long term objective of dual qualifications for school librarians to be feasible. The report also called for greater efforts in marketing the skills of librarians and a creative partnership between those who teach librarianship and those who practise it. *6

there is still ambivalence in the ranks of British Librarians. The following letter exemplifies this curious insistence that, despite the acknowledgement of the central curriculum role, a teaching qualification is not necessary, just some teaching ability:

> The librarian in school has a central curriculum role and a responsibility towards information and learning skills. While a teaching qualification is not necessary to fulfil this role, a thorough understanding of education and some teaching ability clearly is. *7

While it is a debatable point whether there is any way to acquire 'a thorough understanding of education' except by teaching, one is also tempted to remind librarians of their reaction to the early information scientists' claim that they did not need a thorough knowledge of librarianship, only some ability to organize information.

After the incisive definition of the school librarian as "a teacher whose subject is learning itself," which is probably the most succint and appropriate comment on record in 1985, the 'LISC report' then adopts a compromising stance by suggesting that if dual qualifications cannot be achieved, the SECOND choice is to give the posts to chartered librarians. Some would call this a compromise. I call it sitting on the fence. It is even more ironic when the whole purpose of the library is recognized as central to the curriculum issues:

> Unless there is a curriculum need there is no point in considering resources or organisation. We believe that the educational system needs to focus on the central curriculum issues and that these will demonstrate the need for libraries. Then, but only then, can criteria for resourcing and models for staffing and organisation be developed with conviction. *8

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To sum up, Sigrun Hannesdottir in the first quote referred to "some of the recurrent and tastidious problems" of school librarianship. My research into school librarianship over the last five years suggests to me that this lack of a clear definition of the role of the professional in the school library is the most insidious of the recurrent problems.

It is interesting to contrast Ken Haycock's statement that "the school resource centre serves quite a different function from other types of libraries because of an empnasis on teaching young people to process and use information" *9 with a recent comment by a librarian.

> Librarians are trained to run libraries, be they public, university or special, big or small, adults' or children's. Why is it that I can run a law library, a government department library, a trade union library or a parliamentary library without special additional training but I would apparently be a menace to the unformed mind in a school library? *10

My contention is that this sort of confusion reflects a view of the school library as a room, a suite of rooms, an organized collection of books or resources to be run, rather than a service, an educational function in the school, serving, as Haycock suggests a different function from other libraries. Changing the focus from which we define the role of the information professional in the school from the management of the school library to the provision of information services to the school population has implications for how we educate professionals, teachers and librarians, for this role. Haycock again sums up the crucial link of clear role definition to quality of professional education:

> The overriding issue in school librarianship is to ensure that the role of the teacher-librarian is both understood and supported by not only teacher-librarians but teachers, administrators and decision-makers. This necessitates clearly defined and well-respected program for education for school librarianship in the country. Such is not the case at the present time. *11

I believe that the school library is a service, not a place, and if it is to be a bridge, not a barrier, to a better information future the education of the professional staffing must emphasise this educational function of the library as a service in the school.

When I was given the task in January this year, of developing New Zealand's first specialist course in teacher librarianship, it was the most exciting opportunity to put this philosophy into practice, i.e. that the role of the teacher-librarian is primarily a teaching one, the school library constituting an education and information service provided by a highly skilled and experienced teacher with specialist training in those areas of librarianship relative to their school-based role.

Briefly, 20 schools (10 primary, 10 secondary) were selected to have the newly appointed full-time teacher librarians. Teachers were invited to apply for these senior positions in schools all over New Zealand, urban and rural. The completion of the course was a condition of their appointment. During 1986 they have been seconded on full salary to do the course. For three months of the year, March, June and November they attend block courses at Wellington Teachers College - the course I am developing. For the remainder of the year they are back in their home schools doing course-related work. Some of this work is school-based. Some is designed to get the teachers to explore local sources of information - libraries, institutions and people. In 1987 they will be back in their schools as full-time teacher-librarians.

The course is structured to reflect the fact that the teacher-librarian's position will be a senior educational one in the school with the brief for across-school resource development and use. This presupposes that the management of the school library and buying resources is included in the role, but the emphasis, in fact, is firmly on looking at curriculum and syllabus: how the resources provided in the school, and the way students are taught (by the classroom teacher and the TL) to use these resources, support the kind of student learning implicit in the curriculum and syllabus. Everything is looked at from the point of view of learning and the learner.

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- Do the resources, the systems, the curriculum-based integrated information skill teaching, support the learner's needs and competencies?

- Can the TL work alongside the classroom teacher in much the same way as the Reading Resource teacher to ensure that the "information across the curriculum" concept reinforces the right of every teacher to be a teacher of information in the same way that every teacher is a teacher of reading and language?

- Can we emphasize information handling skills and de-emphasize so-called library skills taught as a programme quite apart from the curriculum.

- Can we help students to see the school library as only one source of information; that other libraries, people, the media, stories, organizations, government departments, even the humble phone book are all sources of information complementary to what the school library offers?

- Can we help them to understand that familiarity with, and confidence in using this information network, is what will empower them as adults to move flexibly in the society they are inheriting from us?

- Can we encourage them to see computers, not as toys, but as information storage and retrieval tools; one of a range of Information Technologies like teletext, videotex, interactive videodiscs, facsimile transfer, retrieval from 'home-made' or overseas databases, bibliographic databases like NZBN, ABN, WLN, OCLC or BLAISE?

- Can we show teachers as well as students that all these technologies are not science fiction of the future, but the tools used for teaching and learning NOW? 1986 has seen the start of Australian trials of a new careers videodisc linked interactively to computer programs for teaching at various levels and for various needs, including a program of careers education for profoundly deaf students.

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- Can we educate successful experienced professionals to assume this specialist role for spearheading information developments in our schools? Can a librarian with no teaching qualifications or experience assume this developmental educational role? My answer is that the educational horse must be placed firmly in front of the librarianship cart. Professional librarians will be needed and valued in schools when, and only when, skilled, experienced teachers who are specialists in information and information skills, work alongside classroom teachers to ensure that 'information across the curriculum' is a concept translated into students who are independent, motivated learners and information handlers.

Ann Irving states the case convincingly in the introduction to her book:

> Making a case for developing study and information skills across the curriculum seems at once easy and difficult. It is easy because of the obvious connections between information technology, the information society, and the education of young people. It is difficult because this innovation cannot await the usual ten or twenty years of thought and discussion before it is introduced into the curriculum. The information society has arrived quickly, and preparing young people for it must be done quickly - we need tomorrow's education today. The teacher's task is enormous, for unlike previous social changes, the impact of an information society is pervasive. The effects are felt in work, leisure, and home. Indeed these concepts are themselves changing: some people will work from home, some people will not work, some leisure will become work. Education itself may be carried out at home, at work, or under the guise of leisure. The critical onlooker will see these changes under way now. The critical onlooker in education will see few curricular changes which reflect them.
>
> The case for highlighting information and study skills in the school curriculum has a long history, but can be argued more cogently within the framework of social change already outlined. For a variety of reasons, people in the information society will need to handle information either as senders or recipients. If engaged in the creation of information people need to acquire, analyse, select, reject, package and communicate it. If engaged in the receiving of information, people need to acquire, analyse, select, reject, and use it. Everyone, at

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> some time or other, will be engaged in both activities. Education currently consists of information-related activities - for what is education if it is not about the transmission of information between teacher and learner, in both directions, in order to gain knowledge, skills and attitudes? Why this book seems necessary is because knowledge has been seen as more important than skills and attitudes, and obscured the fundamental issue of the skills needed to acquire it.
>
> The case presented is for developing the cognitive and manual skills needed to acquire the knowledge, skills and attitudes deemed necessary by educators. There is no call for 'new' subjects to be introduced, nor is there a demand for 'new' skills. Rather, the request is for new thinking and new strategies for teaching and learning, all of which can be incorporated into the existing teaching of all teachers; for shift rather than a change with any activity preceeded by sound thought on personal and educational aims and objectives. Without this, the activity might sadly become mechanistic - sadly because pupils deserve to be treated as human beings, not educational operatives. *12

If we ask why "all over the world school librarians are losing their jobs" *13 we are forced to consider the possibility that there has been too much emphasis on the library as a place; too much emphasis on the professional as a librarian, and too little emphasis on the library as an educational service with the professional as an educator specializing in the field of information use.

> <u>The need today is for the learning resource teacher to be a highly skilled teacher,</u> able to function on the school team as a professional with competencies from teacher education and classroom experience as well as competencies from school librarianship and media services. Similarly, the library has moved from being a subject and merely a place to a service and a concept, a learning resource centre for teachers and students.
>
> ...Expectations for learning resource teachers are very high. It is expected that a learning resource teacher will be in the forefront of curriculum and professional development services, will be familiar with the full range of instructional strategies and learning styles, will be able to organize time, personnel and materials to maximize utilization of each and will be active in professional concerns within the school and the district. *14

School libraries cannot be discussed in isolation from the society of which they are a part, the information society. The British Library Association's 'Futures Report' claims that "technological developments, together with social and cultural changes have affected patterns of demand for information."

> "The complexities of everyday life and of the industrial and commercial environment and their implications for education have stimulated a rapid growth in information and advisory services, many of which are established outside traditional library institutions... library and information work is moving away from its traditional base and the range of skills required to provide services is greater than ever before".
>
> Librarians cannot operate in isolation; they must work closely with a wider community of information personnel. *15

The 'LISC report' *16 states:

> We are convinced that school libraries and school library services have a vital role to play in the process of teaching children to learn. We are disturbed by evidence that this role is not recognised everywhere and by evidence of both underuse and lack of library resources in schools. We believe that the nation will pay a heavy penalty for many years to come if it continues to neglect the self-evident contribution which school libraries could make in producing citizens who are self reliant, well adjusted and, above all, able to make use of information.

Put this way, it is clear to see that there is no country anywhere in the world which can afford to do without school libraries if they are given recognition, and staffing, reflecting their central educational role. If they are seen as organized collections of resources managed by a professional manager of resources - clearly this is the view of many New Zealand librarians at the moment who are incensed that it is senior teachers who have been given the opportunity to do the course - and given the evidence that "all over the world school librarians are losing their jobs *17 - we are forced to ask the most elementary question of all:

"Why is it exactly that we need professionally staffed libraries in schools?"

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My answer takes the form of the work twenty seconded senior, successful, experienced, articulate, intelligent and committed teachers are tackling with me this year. What is being challenged is not their ability to organize and retrieve information. It is their ability to work alongside every teacher in their home schools to ensure that every teacher, is a catalyst whereby every student becomes independent and confident in using information.

New Zealand has been a rich country. It is no longer so. The wealth of a country, as Australia's Barry Jones *18 and Britain's Tom Stonier *19 have pointed out, can no longer be measured in terms of natural resources like trees and sheep. Our beautiful, isolated, economically poor little island **MUST** turn its mind to producing citizens whose heritage will be the skills and strategies to use information effectively. Information, as the abovementioned writers have argued so convincingly, is the new international currency of power. New Zealand as the "Pavlova Paradise" is a myth. We are a country with a past that reaches back far beyond white settlers into a people who had the information about how they could live in this violent beautiful volcanic land buried deep in their cultural tradition and heritage of story. But what are we doing now? Trying to recall a forgotten past or encouraging New Zealanders to use the information around them - imprint, in their stories, in their own multicultural richness - to shape a future in the information world today. My view of the role of the school library is certainly alienating me from many of my New Zealand library colleagues who are firmly wedded to the concept of school library management and user education as a euphemism for library lessons. Twenty is a small number to pioneer a different information future for our children. If New Zealand librarians, my colleagues, have their way, there will only ever be twenty.

Where is your view leading you - to see the school library as a bridge to a better information future, or as a barrier - an organized room of books which implicitly perpetuates the old outmoded colonial educational values indivisible from classism, racism and sexism, information rich and information poor?

Wellington, New Zealand
May 1986

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IFLA GENERAL CONFERENCE, TOKYO

Division:

Section: SCHOOL LIBRARIES I/II

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THE GUIDANCE ON READING AND INFORMATION SKILLS IN SCHOOL LIBRARIES: JAPAN'S CASE (IN ENGLISH)

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THE GUIDANCE ON READING AND INFORMATION SKILLS IN SCHOOL LIBRARIES: JAPAN'S CASE

As the outline of school libraries in Japan has already been introduced in the papers of The Librarianship in Japan and by Mr. Kasahara, here, I will discuss the guidance on reading and information skills in school libraries.

Out of the various themes concerning libraries, I have chosen the two mentioned above. In my paper I would like to examine whether school libraries are being made use of well enough as places where pupils or students can come in contact with books and approach information, if the information is being offered well enough and who offers the information. Also I would like to express my thoughts on how school libraries should be in coming years.

In Japan, those who give the guidance on reading and information skills in school libraries are, in most cases, not the librarians but the teachers. In the past many years, most of the teachers who did the guidance work were Japanese language teachers. This was due to the fact that the Japanese tended to regard libraries, consciously or unconsciously, as places to read and reading guidance as a part of the instruction to be done in the Japanese courses. This way of thinking can be found even now.

The guidance is being planned and carried out in the school education curricula.

One more element that should be considered when one thinks about the problems concerning the scenes of school education is "Gakushu Shido Yoryo" (the courses of study), which is compiled by the Ministry of Education, Science and Culture. It is the educational syllabus that the Minister of Education announces as the standard when elementary and secondary schools organize their educational curricula.

Japan's school programs are classified into three main categories, e.g. (1) Subject, (2) Moral Education, and (3) Special Activities.

Special activities are comprised of (a) pupils' activities, such as pupils' council, classroom assembly and clubs, (b)school events, such as ceremonial, athletic and academic events, school journey and field trip, and (c) classroom guidance, such as guidance on safety, health, school lunch and the school library utilization.

When each school plans its own curricula the annual standard school hours shown on the table are divided by 35 and the hours per week are obtained for each subject and activities.

Guidance on Reading

The guidance on reading should be considered as an educational communication through the medium of reading material. Leaders must conduct their work aiming at the improvement of the reading subject's technique, ability and attitude of reading.

What is important here is that the guidance is not only a "guidance <u>of</u> reading but also a "guidance <u>through</u> reading" and the guidance must aim at the development of the personality of pupils and students. In particular, the idea of the "guidance <u>through</u> reading" is regarded as very important in the

guidance on reading in Japan. In other words, literature appreciation is emphasized more than the guidance of reading.

When we think about the role of the guidance on reading in school education as a whole, the "courses of study" that has been referred to already comes into consideration. In the 1976 guideline, "to make premediated use of school libraries" was an item which was common for both elementary schools and lower secondary schools.

As the guidance on reading in the Japanese courses, matters concerning the nurturing of basic attitudes toward readingare indicated.

For instance, in lower grades of elementary schools, (the aim is to foster the will or the attitude to read voluntarily.) to foster the attitude toward reading in the period of broadening the range of reading matters, and to nurture the attitude and habit of reading what satisfies the object of reading. As to the lower secondary school level, the guidelines are oriented toward reading conducted as a reader's volunrary activity and aim at nurturing the attitude of using reading to help form oneself as a human-being.

As methods of guidance on reading, the following can be mentioned: guidance by interviews; guidance by reading records; consultations on reading; and guidance for the pupils and students who have problems in reading. Whatever method is used, a leader can make contact with pupils and students personally and develop a close, mutually fulfilling relationship.

Most of the leaders for those activities are teachers, but in some schools, "Shisho-kyoyu" operates the guidance. In some lower secondary schools as well, teachers who are in

charge of the school libraries or Japanese language te achers do the guidance. These facts indicate that the guidance for reading has not yet established its position in the educational system.

In reality, however, the guidance on reading is not always conducted enough. Among the mentioned above, the one that is used the most is the guidance by reading records.

For instance, "Dokusho-kanso-ga"(pictorial report on the book) in which impressions of books are expressed by way of drawings are being made use of in the first and second grades of elementary schools, reading diaries and reading notes form the middle grades of elementary schools to lower secondary schools, and reading reports in upper secondary schools respectively.

The guidance begins with having pupils and students keep simple records, and gradually the technique of having them write the classification, author, title, number of pages, publisher, period of reading, characters and impressive parts of the book read is added. This method means that pupils and students keep their reading record in a visible form, and at the same time, it allows the leaders to communicate with the pupils and students.

The next step is to increase the amount of comments pupils and students make and develop them into "Dokusho-kanso bun" (books report): It is often the case that pupils and students borrow some books from their school libraries or read books recommended by other pupils and write books report. These book reports are written down in notebooks or quite often read out loud in classes, at reading meetings or on cable

broadcasting in school.

Many leaders in various school levels design many ways to give students and pupils an "invitation to reading" especially during a summer vacation period. For example, publications in pamphlet form, which list "Ryokuin Dokusho" (reading in the shade of a tree) or "Natsu-yasumi Suisen Tosho" (recommended books for summer vacation) are distributed to them. Most of these publications are hand-made by the leaders.

Books reports are not presented only in schools. A "Contest for Books Reports"under the co-operative sponsorship of Mainichi Shimbunsha and Japan School Library Association is held annually, and pupils and students who wrote excellent books reports are chosen by school, district and prefecture levels respectively. The series of events is concluded by a ceremony announcing the final judgement and is attended by the Crown Prince and Princess, which seems to clearly indicate a Japanese aspect of the event.

Some of the notebooks for recording the impressions are made by the leaders in each school, but there are not a few cases where ready-made notebooks are used.

For group guidance, reading aloud, story-telling and reading meetings are used as the methods. For example, what is called " 10 to 20 minutes reading in the morning" is a usual activity in many elementary and lower secondary schools. The reading matters used in the activity varies, and includes books brought by pupils and students from home, those lent by friends, or those borrowed form "Gakkyu-Bunko" (the collection of books in classes) or a library. In recent years, forms of guidance such as reading aloud, story-telling and

book-talks, too, are being utilized in many elementary and lower secondary schools.

Reading meetings are held in classes or in libraries, and form a lively and important aspect of education.

In group guidance, in some cases the leaders appoint a book, and in other cases, they decide a theme only and let the pupils and students choose books freely. In the former cases, the schools usually buy as many copies of the boo k appointed as the number of the pupils and students in a class and lend them. It is natural that the texts used differ from school to school, but the "Group Reading Text" which is published by Japan School Library Association is a convenient material. It seems that it is only in Japan that this kind of text is on the market and, moreover, is made good use of.

Before implementing guidance on reading, the leaders begin to make skillful and elaborate plans. They devote their whole energy to the work.

It is not librarians but teachers who conduct the guidance on reading. It can be regarded as characteristic that it is situated in studies of subjects or special activities.

There are not, however, professional librarians in the libraries as full-time workers as there should be. In some schools teachers manage and operate the libraries while teaching and doing other work at the school. This is especially common in elementary and secondary schools.

Can guidance on reading in its real sense be conducted in a state such as this? A librarian should spend his/her time enriching the material and making it available more readily. Also, he/she must let the pupils and students know

that there are many kinds of reading matter available. It is a matter of course that schools should secure a library staff. That there is a person in the library is not enough. Staff who have talents as librarians should be stationed constantly.

How can guidance on reading be conducted at schools where the libraries are locked or there are no librarians? If guidance is conducted under such circumstances, it cannot be called real guidance on reading.

Guidance on information skills

The concepts and methods of guidance on information skills at school library in Japan are based upon those of American libraries which were introduced after the Second World War ended. In 1957 The Library in the School (FARGO, Lucile F., 4th ed., American Library Association, 1947) was translated into Japanese, and it benefited many people.

Education in Japan has laid stress on teaching with textbooks and blackboards for many years, and the usefulness of libraries and library material has not yet penetrated the leaders.

The goal of current school education is that, pupils and students, during twelve years of school life in elementary and secondary schools, acquire basic knowledge, skills and social attitudes which are and will be needed in the future and form themselves into human beings with rich humane feelings. For that goal, it is necessary that they acquire a desire to study voluntarily. And herein lies the significance of guidance on information skills.

As to guidance on information skills in school libraries, I would like to talk about three aspects. They are: (1) contents of guidance for utilization; (2) planning and operating the guidance; (3) characteristics.

When guidance on information skills is carried out, the problem of "what contents should be guided how?" arises. As to the contents of the guidance, there are two main ones in Japan: One is the syllabus made under the supervision of the Ministry of Education, Science and Culture, and the other is the one made by the Japan School Library Association. Both syllabuses have been revised due to changes in social conditions. Recognizing such situations, the Ministry appointed a research comittee in 1981 to examine the 1970 curriculum of information skills and to revise it to compromise with reality. The committee had carried studies for two years, and the report of the committee was published in 1983 under the title, Shogakko, Chugakko ni Okeru Gakkotoshokan no Riyo Shido (Utilization and Instruction of Libraries in Elementary and lower Secondary Schools). In material, the plan consisting of 21 items on 4 fields were shown, but each level of education has not yet become well accustomed to it.

Thesyllabuses shown below are a little old, but they are the plan:those syllabuses are currently understood and adopted by many elementary and secondary schools.

Ministry of Education, Science and Education--Plan 18 items on 3 fields (1970)

1. Retrieval of Knowledge and Information
   a. Information and materials
   b. Classification and arrangement
   c. Use of catalogs
   d. Use of table of contents, index, and etc.
   e. Use of encyclopedias

f. Use of yearbook, and etc.
g. Use of iconographic reference books (example: a bird book)
h. Use of newspapers and magazines
i. Use of information files
j. Use of audio-visual materials

2. Processing of Knowledge and Information
   a. Bibliography making
   b. Record making and note taking
   c. Self-made information files
   d. Arts of presentation

3. Basic and Relevant Knowledge of Library Utilization
   a. Introduction to the school and other libraries
   b. Physical components of materials
   c. Library citizenship
   d. Arts of reading

Japan School Library Association -- Plan of 56 items on 6 fields (1982)

1. Libraries and use of libraries
2. Books and handling of books
3. Retrieval of material
4. Use of reference books
5. Use of material other than books
6. Concluding researches

It takes long for the above plans to reach and affect the scenes of school education, because the items of guidance include many topics and so there is a contradiction in that the leaders have to teach pupils and students without assimilating the contents of the plan themselves. These days, however, there are some schools that choose contents from the various items that fit their education policy.

Each school draws up an "Annual Plan for Guidance" and conduct classes. Guidance on information skills in school

libraries is allotted to class guidance for special activities in elementary and secondary schools, and to homeroom in upper secondary schools. But unlike other subjects, class guidance or homeroom is not publicly allotted annual hours of guidance.

Education in Japan is inclined to be a teaching by textbooks system and is based on the "courses of study", so the present condition is one in which themethods of utilization of library material are not recognized enough. As the basic reasons for this, I feel justified to mention the following; (1) the libraries are not arranged fully; (2) lack of recognition of the usefulness of libraries by the teachers who are not related to the libraries. While the leaders alone are not to be blamed, nonetheless it can be said that this indicates a characteristic of the Japanese educational system.

The leaders depend on textbooks, which we can see in the aspect of the guidance on information skills. Textbooks for pupils and students, which are drawn up by library study groups of prefectures or cities and so forth, are ready to be used. Most of them are intended for pupils and students, but in some districts, textbooks for the leaders are also drawn up.

The method of the guidance on information skills in school libraries has not fully developed, and so the significance of the guidance has not yet been felt. At the same time, if it is not understood at the scenes of education, it is proper that the education of guidance on information skills should be conducted in the education courses in universities. But the present state is that scarcely any measures

are taken in regard to this point.

When I think about the guidance on reading and the guidance on information skills in school libraries as I have been examining in connection with the current scene of school education, I feel justified in saying the following:

(1) We have to consider the living environment of pupils and students. On the one hand, television plays a major role in the student's psychological growth, while, on the other hand, a love of books can assist considerably in the shaping of humane person.

(2) Pupils and students are educated in an over-protected environment. Pupils and students more often attend classes where teaching material prepared by the leaders are used than they themselves find necessary material and think. Textbooks for group reading, and those for guidance on information skills and "Materials"used in subject studies can be mentioned as examples of such a tendency.

In every aspect of education in Japan, there is some standard or another, and the leaders are exerting themselves to the utmost to standardize education. It is a salient characteristic of education in Japan.

Libraries are no longer places for accumulationg material but places supplying information. Moreover, the kinds of library materials are becoming multifarious. Hereafter libraries must not stay as mere "houses of books" but (must) include the plans of multi-media centers comprising study-centers, material centers, reading centers and so forth. Seen from the standpoint of school education, school libraries are not its purpose but one of its means.

Learning means to have a critical mind and to keep asking oneself questions. Libraries should be the places for this learning.

Only when libraries are made use of as places where pupils and students can acquire the joy of voluntary learning, will they be activated and deserve the name of school libraries.

We, librarians, have to transform the libraries to assist the cultural activities of pupils and students. To do so we should have efficient full-time librarians. With their talents and efforts, we will be able to improve the school libraries and make them the places where information is offered and where co-operation between related institutions is demonstrated. Only by achieving this goal, will we be able to have school libraries which are directly linked to the scenes of education in the twenty-first century.

IFLA GENERAL CONFERENCE, TOKYO

Division:

Section: SCHOOL LIBRARIES I/II

1986

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Present Status and Problems of School Libraries in Japan ; In order to Achieve Educational Excellence

by

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Thank you very much for giving me the opportunity to present some reports on our present situations and future themes of school libraries in Japan. I would like to use the helpful slides Present Status and Problems of School Libraries in Japan produced by JSLA i.e. 'Japan School Library Association'. The slides are in seven parts.

1. Visits to School Libraries

I would now like to introduce three school in order to show you the facilities and actual activities of our school libraries.

The first school is Onitaka Elementary School, a city school of Ichikawa, Chiba Prefecture. This school library consists of a main library and three branches. (The number of school children is 1,500, the collection of books of school library is 11,000, and classroom collection for each homeroom is 13,000.)

The second school is Yotuya Daiichi Lower Secondary School, in Shinjuku Ward, Tokyo. (The number of students is 600, the collection of books is 9,800.)

This school obtains remarkable results by recommending reading to students. But Yotuya Daiichi Lower Secondary School has some common problems, i.e. no full-times librarians, in sufficient budget for library.

The final school is Jumonji High School, a private Upper Secondary School with a Lower Secondary School, in Toshima Ward, Tokyo. It has an exceptionally wonderful school library, full of books, Magazines and audio-visual materials such as video tapes and cassette tapes. 5,800,000 yen is estimated as the budget for this year, and I think it is very rare that three full-time librarians work. They are managing the library in a unique and attractive way, and many students are making good use of their school library. (The number of students is

1,900, the collection of books is 30,000.)

In these slides, I believe that it is becoming clear for you how our school libraries act.

2. School Education in Japan

Let me spend some time in explaining our education systems, circumstances and its characteristics.

The modern education system in Japan started in 1872. In 1947 after World War II, "6-3-3-4 system" was established, including the compulsory education system for the early 9 years (6 years at elementary schools, 3 years at lower secondary schools). The school attendance rate is nearly 100 per cent, and the rate of the students going on to upper secondary school is 93 per cent.

All the schools in Japan begin in April and end in March. Students have to attend not only ordinary classes for forty weeks but various kins of school activities and events. In addition, many children and high school students go to private school in order to prepare for the entrance examination, which brings severe struggle to children and students.

Recently it is remarkable in Japan that the number of books which high school students read is falling off. Most of them say, "We are too busy to read."

3. Cultural Background of School Libraries

In the third part of my talk which I'll now go into, I will look at the influence of the development of publication, circulation, and mass comunication.

In 1985, newly published books in Japan are 31,221 titles. Published general magazines are 3,683 titles, and numerous technical magazines

and official magazines are also published.

In addition to these bulky volume, we get a lot of information through various mass media, i.e. several daily newspapers, 8 TV stations, and more than 10 radio stations broadcasting from morning to midnight. In these one or two years 6,000,000 sets of computer games were sold, and portable cassette tape recorders are very popular among young people.

Such rapid development of mass media has gapped between teachers' generation and students'.

4. Present Status of School Libraries

I will report with diagrams in the slides on the facilities, budgets, resources, and staffs in our school libraries according to "The Anual Survey on School Libraries" by JSLA, on the day of meeting. I omit the data in this paper, because they are given in the chapter "School Libraries" of Librarianship in Japan by 'Japan Organizing Comittee'.

The budgets are not sufficient and furthermore the problem of the personnel is serious in school libraries in Japan. Because in spite of the School Library Law, its additional regulation allows no 'Shisho Kyoyu' (librarian teachers) in school libraries. There are less than 400 Shisho Kyoyu in about 42,000 schools in Japan.

Instead of Shisho Kyoyu, about 7,000 school librarians called 'Gakko Shisho' work mainly at upper secondary schools. Their position, being unofficially set up, is insecure and causes a complex situation in school library staffing.

The moverment for revision of the School Library Law is being promoted by JSLA in order to arrange full-time staffs. But it does not become a reality.

5. Activities of our school libraries

It is also the biggest aim in school libraries in Japan to offer the resources which children, students and instructors need for their learning and instruction.

But generally speaking, the conventional method of teachin, the characteristic of this method is non-personal, is taken at schools in Japan. The fact is that school libraries can not be fully functioning among regular classes.

Librarians are making such efforts as making book lists for classes, showing reference books, and advancing other reference services for teachers.

Librarians are handling public relations of various kinds, i.e. the introductions of newly-arrived books, the publishing of library news, and holding verious kinds of events. Librarians are showing much interest in book talks and story tellings as well.

I believe it is very characteristic of school libraries in Japan that not only school libraries but schools themselves promote reading to children. Many schools list up books good for reading, have curriculums to instruct in reading, and hold reading events.

Many elementary schools allocate 'library lessons' and 'reading lessons' in their regular curriculums. 'Story telling' and 'meeting for reading' are actively done, too.

Teachers instruct in reading books and composing the reports, JSLA and the Mainichi Newspaper Company hold Concours of records of impressions of pupils every year, and 3,300,000 children and students take part in it.

It is also characteristic that in the school libraries in Japan the activity of school library committee by children and students is very active. They are taking part in various kinds of work actively in school libraries, partly because of the shortage of special staffs.

6. Problems of School Libraries in Japan

The school libraries in Japan have been making rapid progress because of the development of democratic education after World War II and of the establishment of the School Library Law in 1953. But many problems comfront us now.

As mentioned above, 'education in which school libraries are not necessary' is still prevailing in Japan. Many people think that school is the place where teachers give knowledge and that learning is to memorize given knowledge. We believe that study of solving problems for children themselves by using resources in school libraries is better than to cram children one-sidedly by teachers. We insist that it is a reform of education to complete school libraries in Japan.

In order to solve the problems which confront us, the followings should be urgently done.

On the side of school libraries, to collect the resourses needed for teaching and learning, and to organize these resourses are needed.

On the side of government administration, to organize the department of school library, to increase budget, and to arrange full-time librarians are needed.

And inter-library network and resources center should be organized in Japan, too. Because the school libraries in Japan are managed so isolatedly that they can not offer necessary resources both for children and teachers.

7. Current Trends in School Library Movements and Researches

I now come into the seventh and final part of my report. I am going to point out current trends in school libraries, mainly the movements of JSLA.

JSLA was established in 1950 as a federation of School Library

Associations of prefectures with the purpose of promoting communications among prefectural SLAs, seminars, surveys and researches of school libraries.

Each prefectural SLA is composed of municipal, town, and village SLAs to which each school belongs. At present, the number of schools in JSLA is about 36,000 in all, which occupies about 87% of all schools in our country.

1) Organ periodical "School Library":JSLA issues its organ publications 48 times a year, of which "Gakko Toshokan (School Library) is issued monthly and "Gakko Toshokan Sokuhoban (JSLA Newsletter)" is issued every 10 days.

2) Advisory activities:JSLA functions with advisory capacity to the national government (1) Revision of School Library Law (2) Movement to increase book budget

3) Preparation of tools and standards for school library administration: (1) Compilation of cataloging rules (2) Compilation of list of subject-headings (3) Preparation of a staff manual

4) Promotion of studies:(1) Prizes for researches and practical activities (2) Seminars and study opportunities (3) General Assembly and Block Assembly

5) Stimulating reading activities:(1) Concours of records of impres sions of pupils (pupils' book reviews) (2) Promotion of free readings

6) Organization of collections: (1) Book selection: Book Selection Committee select and recommend books to be listed in the Newsletter. (2) Catalog of Basic Book Collection (Revised every year)

7) Research activities: (1) Surveys and researches of reading activities of pupils of schools (2) Surveys of present state of school libraries

8) Upbringing of experimental schools and study groups: (1) Appoint-

ment of experimental schools selected and guided by JSLA. (2) Stimulating and assisting of activities of study groups.

Above JSLA, the department of school libraries in JLA (Japan Library Association) and some other research organizations work in Japan.

Today, the most important problem for JSLA and all Japanese school librarians is the amendment of School Library Law. When the amendment is realized, I believe that the school libraries in Japan will make a rapid progress.

Present Status and Problems of School Libraries in Japan ; In order to Achieve Educational Excellence

Yoshiro Kasahara

I would like to present overall the Japanese education and school libraries situation with slides. The slides are produced by Japan School Library Association, those are in seven parts as follows:
1. Visits to School Libraries, 2. Cultural Background of School Libraries, 3. School Education in Japan, 4. Present Status of School Libraries, 5. Activities of School Libraries, 6. Problems of School Libraries in Japan, 7. Current Trends in School Library Movements and Researches.

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Division: Libraries Serving the General Public

Section: Childrenś Libraries

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From CHIFLA to Section of Childrenś Libraries
Past,present and future of IFLA's Section of Childrenś Libraries.

by

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From CHIFLA to Section of Children´s Libraries

Past, present and future of IFLA:s Section of Children´s Libraries.

PAST

It all began in Brussels in 1955. This was the first IFLA-meeting after the Second World War (the last conference before the war was in Madrid in 1936).
At this apparently quite chaotic meeting, when most of the meetings were not held in the announced meeting-room and not at the scheduled time, some 15 children´s librarians managed to find each other and perform the first meeting within IFLA, when items about children´s librarianship were on the agenda.
On the initiative of three Dutch children´s librarians, Jannie Daane, Annie Moerkerchen van der Meulen, and Johanna Wolff, a circular letter had been sent out before the conference, in which was asked for assignments for children´s library work on an international basis. These Dutch librarians had been strongly supported in their work by the present chairman of the Public Libraries Section, Mr L. MacColvin from the U.K.
During the conference in Brussels, children´s library work was discussed at 3 meetings. The Dutch librarians had planned a very extensive agenda for those meetings which were attended by children´s librarians from England, Holland, France, Belgium, Italy, Switzerland, and Denmark.
It is interesting to look upon this first agenda, planned for the first meeting in international librarianship for children´s librarians. The first item to be discussed was the exchange of library journals which dealt with school library- and children´s library work. On the agenda was also suggested a discussion of how to stimulate translations of children´s books and an investigation of the journals and magazines for children that were published by this time.

The item that caused most discussion on this first meeting was not yet on the agenda: the education and training of children´s librarians. It was interesting to note, that when some children´s librarians met for the first time after the borders had been opened after the war, they seemed to be very anxious to learn from each other how to improve the professionalism within the field. Most of the time of this first meeting, hectic because of the amount of items to be discussed, was spent on investigating how the education and training was organized in the countries, present at the meeting. There was one Scandinavian children´s librarian participating at the meeting, Brete Norvang from Denmark, and she has given a vivid description of this, apparently quite chaotic, meeting.

> There was a terrible noice. Everybody was talking at the same time. Some in English, some in German, some in French. Everybody, a pioneer in her own country, was so utterly eager to express and explain to her colleagues, all the struggle and hard work she had done in order to get children´s library work recognized as a field within librarianship.

And now when they finally got the opportunity to meet, the need to exchange experiences with someone who would be able to understand, was apparently enormous.

The result of this first meeting was to form a Committee for Library Work with Children and Young People as a sub-section of the Public Library Section. The sub-section got the name CHIFLA and as the chairman of the group Johanna Wolff from the Hague was elected.

This committee and its chairman had a lot of resistance to combat during their first years of office. The children´s librarians were not at this time, nor are they now, on the top level of the hierarchy of librarianship, which meant that they had a lot of difficulties in finding financial support through their library organizations to attend conferences. And when a committee never gets an opportunity to meet, it is really hard to get any work done. When not even the chairman did manage to participate in the General Conference in Madrid in 1958, she sent a document to the Public Library Section and asked them to discuss the problems. Ms. Wolff claimed in this document, that a special working-congress for children´s librarians had to be organized. In Madrid an investigation was made in order to find out in which countries there were certain organizations for children´s librarians, and then invitations were sent to those countries to send delegates to a working conference in Scheveningen in Holland. This conference was then held on May 27-29, 1959.

One of the results of the Schveningen-meeting was to appoint a committee (Aase Bredsdorff, Denmark, Eileen Colwell England, Johanna Wolff, Holland) with the task to prepare a draft for rules and statutes for the group to the IFLA-meeting in Lund in 1960. In Lund the new rules were adopted and a new chairman, Eileen Colwell from the U.K., was elected; a position she held until 1965 when Aase Bredsdorff took over the chairmanship.

In 1971 the General Secretariat requested all sections and subsections to establish standing advisory committees. 8 members who for many years had participated in the work were invited to serve as members of this new advisory committee.
New chairman was now Colin Ray from the U.K. By this time the section had come to a position when it could give birth to new sections and round tables.
In Grenoble in 1973, it was resolved to establish a working group for school-librarians which would maintain contact with both CHIFLA and the International Association of School Libraries. This W G soon developed into a Section of its own within IFLA.

In 1976 the Section established the Round Table for Librarians representing centres of Research and Documentation in Children´s Literature, as a sub-group of the Section. Its first chairman was Virginia Haviland.

When IFLA was re-organized in 1977, the name CHIFLA was changed to Children´s Library Section.

PRESENT

It took 22 years, from 1955 to 1977, to change from CHIFLA to Children´s Library Section and this period of time, might be considered the pioneer-time of the Section. During this period, the work has been to find suitable forms and items for the Section´s work and to identify and restrict its goals and objectives in relation to other international organizations within the field such as IBBY (The international Board on Books for Young People) and IRSCL (International

Research Society for Children´s Literature).

From 1955 til now, the work in children´s libraries has changed tremendously, and so have the aims and objectives of the Section. In 1955 the agenda and the membership had a very strong European predominance. Today the Section has members from all continents; 4 ordinary members from Africa, 4 from North America, 1 from South America, 1 from Asia (Japan), 9 from Europe and corresponding members from New Zealand, Malaysia and Thailand.

The objectives and goals of the Section have also changed from its first ambitions to exchange booklists and to promote translations of children´s books. For the last years the main point within the programme for the Section has been to work on implementing one of IFLA:s core programmes: Advancement of Librarianship in the Third World. For the last years the Section has performed many activities within this field, and I would like to draw attention the the following:

Books for All

In 1973 the Section started this project in co-operation with UNESCO. The initial agreement to participate was made by the Executive Board, which took the view that the most fruitful area of support, when discussing support to the Third World, would be in the field of children´s libraries.
The aim of the project is to provide aid to needy countries to develop and extend existing library services to children; to start book provision to children in public libraries or in other cases to provide books through voluntary effort where no formal public libraries exist.
The work of the IFLA/UNESCO Books-for-All-project, which is led by the former chairman of the Section, Margaret Marshall, is to obtain donations of money, and to transfer the money into UNUMS (UNESCO Units of Money). The UNUMS are like coupons or cheques, which can be sent to places that have asked for aid. For the UNUMS the recipients can buy children´s books in the language that fits the local needs. The books can be bought in the nearest book-store or ordered from a supplier. The book-seller supplies the books, sends the UNUMS and the invoice to UNESCO Head Quarters in Paris, where the coupons are "redeemed" by payment in the currency of the country concerned. This avoids mis-use of the UNUMS, prevents possible thefts and avoids corruption. It also gives business to the local book-sellers and allows a local choice to be made that fits the local needs and interests. Many countries in Africa, Asia and South America have benefitted from the Books-for-All-programme and the coupons have helped develop new community libraries and school libraries.

Library Work for Children and Young Adults in Developing Countries; Pre-Session Seminar in Leipzig, 1983

The Section arranged a pre-session seminar before the General Conference in Leipzig in 1983. Africa was in focus with 14 participants (Angola, Gambia, Ghana, Kenya, Mali, Nigeria, Senegal, Sierra Leone, Zimbabwe). There were 6 participants from 4 Latin American countries (Columbia, Cuba, Mexico, Venezuela) and 3 participants from Asian countries (Singapore, Sri Lanka, Thailand).
The seminar was devoted to discussions of mutual problems as illiteracy, inadequate school-systems, the problem with many different languages within a country and many non-written indigenous languages,

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and an often non-existing production of children´s books.
The participants tried to define the role of the children´s library wihin a national library system. They also exchanged ideas of projects, feasible to carry out even in countries with limited means. Several methods for developing library services were investigated and various strategies were recommended. The proceedings of this seminar have been published as an IFLA publication.

Home Libraries in Zimbabwe

One of the lasting results of the Leipzig seminar was this project under the responsibility of Ellen Waungana and Anna Mupawaenda from Harare. The project has been financially supported by CIDA (Canadian International Development Agency).
The main reason to start a project like that, says Ellen Waungana, is to plant the seed of education in Zimbabwe and the only way to start is from home. We want parents to introduce books to the children from an early age. The books therefore need to be in the language of the home; in this case shona and ndebele. We need books that are Zimbabwe-oriented. There are plenty of books which we use in our home libraries, written in English and other languages. But the problem with those books are that they deal with events and general settings that come from industrialized countries.
Many of those problems are not understandable for our children. There is a dearth of children´s literature in shona and ndebele in Zimbabwe. The Home Library-project will strive to close this gap by producing children´s books and at the same time see that they are used, not by children alone, but with parents attached to the children during story-telling times. The Kudyars Hben Yedzidzo Project organizers are concerned with book distribution, both in foreign languages and in shona and ndebele.
Home library leaders are trained within the project. Every home library leader is also a story-teller. She tells stories orally to the children who have gathered at a particular place/home. She also reads from a book, thereby cultivating an interest in reading. Later the children borrow books on a weekly/fortnight basis (plan).
The aim of the project is to stimulate the local book production and to educate the home library readers to professional story tellers, telling stories not only in the home library, but also at day care centers, hospitals etc. and to sell locally produced children´s books.
In order to find further financial support for this project, some of the Section´s members, have approached the developing agencies in their countries.
The Section is also running other projects along with the projects to support the advancement of librarianship in the Third World.

Children´s Literature Abstracts

Since 1973, the Children´s Literature Abstracts have published summaries of periodicals from all parts of the world in the field of children´s books and reading and allied topics. In recent years also notes on new books and pamphlets on these subjects have been included. Because of the increasing volume of this material, a special supplement is now produced, twice a year, and issued free to subscribers to the Abstracts. The first issue of this supplement was produced in December 1984.
Colin Ray, one of the Section´s former chairmen, at Children´s Literature Abstracts, Tan-y-capel, Powys Wales SY 19 7BB U.K. invites

publishers and producers of relevant items, to send copies for inclusion.

The Education and Training of Children´s Librarians

Most items on the agenda for the Section of Children´s Libraries, have changed over the years, but not the content and organization of children´s librarians. It caused the longest and most excited debate at the first meeting in 1955 and it has ever since, almost permanently been on the Section´s agenda.
A big step forward, within this field, was taken in 1970 when the Section published: Library Service to Children. Vol. 3. "Training" edited by Aase Bredsdorff and Lisa Christina Persson. Today we have taken a further step within this field by publishing the book.
This latest effort within the field has been, to carry out a publication, that is not orientated towards the developed countries in this field, such as Northern Europe and North America, but towards those which most need assistance in their planning of the education and training of children´s librarians. We have thus tried to present a wide range of examples of how the training of librarianship for children is organized in developed and developing countries, as we know that it is impossible to export a model for how this training should be organized in an industrialized country as well as in a developing country. Of course, we have included in this publication examples from the USA, Norway and the GDR, in order to present programmes and curriculum development when they are at its best. But the main aim has been to present (a lot of) various examples, since, for a country that has just started to plan the first training of children´s librarians, it is impossible to copy and adopt an organization from a highly developed country in this respect. As the length of the library education varies, in the examples chosen for this publication between 1 and 4 years of study, it is impossible to give recommendations in general terms about how long an ideal specialization in librarianship for children should be. We have therefore chosen to recommend a reasonable proportion out of any library education if the aim is to create a library education where children´s wants and needs are considered. We hope that this work will serve as a practical tool for anyone who wishes to improve the education and training of children´s librarians.

FUTURE

As to the future of the Section I have no difficulties in foreseeing an amount o tasks and assignments waiting ahead. In the Medium Term Programme for 1986-1991 we have outlined a number of projects we want to implement for the years to come. The item in the MTP that has been most thoroughly discussed so far is: The Impact on Library Service for Children of New Technology and New Medias. We had hoped to be able to start this project by organizing the official IFLA pre-session seminar in Paris in 1989.
Our plans were to gather children´s librarians from both industrialized and developing countries to a week´s seminar on the theme. Out of this "confrontation" and cultural clash between expected different concepts of the problem, that would emerge from this seminar, we would start further activities. As the Professional Board did not accept our proposal as IFLA:s official pre-seminar we have to find other solutions to the problem.
The reason why this theme is considered very crucial to children´s librarians all over the world, is very obvious. The impact of the new

technology on library services has been constantly discussed in the library world for the last decades. To librarianship for children the new technology does not only mean better tools for working routines in the library, it touches the mere essence of the profession. As children´s libraries have had as one of their main goals to support the education and training of the reading habit, the abundance of different medias we have nowadays, such as tv, video, music-records and tapes, have sometimes been considered "enemies" to the book. For the international librarianship for children, it is essential to-day to initiate a discussion on this theme, in order to broaden and deepen the theme, and thus giving a basis for the actions that are needed, for the children´s librarians, to meet the new "information society".

Much has changed with librarianship for children but many objectives for the work also remain constant. One is "supporting the reading habit". There are threatening signs in some industrialized countries of a declining ability to read among the population even if the book production is rich and the school-libraries and children´s libraries are well equipped. This a-literacy-problem is only to be found among people who are living under poorer living conditions than the rest of the people, whichs shows that the reading ability is still essential for a person´s ability to find a position in life where he or she is able to take part in the life of society. It has always been a challenge for children´s librarians to contribute to the fight against illiteracy and to try to give all children a chance to become literate.

So, much of the Memorandum on library work with children, written by Eileen Colwell in the 1960s, is still of current interest.

> Books are essential in the life and development of the child. They are a stimulus to his intelligence and imagination, an incentive to independent thinking and a source of information and enjoyment. Books are indispensable tools in education and a child who has learnt to use an enjoy them is better equipped to continue his studies when he leaves school. It is in childhood that the use and enjoyment of books should be learnt ... Library work with children is necessary for the success of the library as a whole, and a service to children is the basis of all library work with adults..

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Education and Training of Librarians in Childrenś Librarianship

by

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Education and Training of Librarians in Children´s Librarianship

When children´s librarians held their first meeting within IFLA, the item that caused the longest and most excited discussion was the education and training of children´s librarians. And after this first meeting in Brussels 1955, this item has almost permanently been on the Section´s agenda.

In 1968 the Section organized a seminar, where papers on the theme from 18 countries were discussed. The proceedings from this seminar were published in the book Library Service to Children. Vol. 3. Copenhagen, 1971.

In 1978 the Section returned to the subject again. A draft of "recommendations for the education and training of children´s librarians" was outlined by the Section and sent to a number of countries for comments. There were only 8 replies, all from countries where the training of children´s librarians had reached a relatively high level. As this attempt did not give a satisfactory result, the item has been resting til the present Standing Committee has revived the subject and outlined a new approach to the problem.

A working group, consisting of 4 teachers from the colleges of librarianship in Denmark, Norway, Sweden and Finland, and all with a long experience of education of children´s librarians and curriculum development within the field, has for some years completed a new publication.

The aim has been to carry out a publication that is not oriented towards the developed countries within this field, such as Northern Europe and North America, but towards those that most need assistance in their planning of education and training of children´s librarians. We have tried to present a wide range of examples of how the education and training of librarianship is organized in developed and developing countries.

We have asked colleagues from a number of countries, and received answers from 9, to write articles that describe the education and training of children´s librarians in their countries. In order to be able to compare the articles, we have formulated an outline for the writing, to ensure that all aspects we wanted were included in the articles. We got articles from Australia, Colombia, Cuba, the German Democratic Republic, Nigeria, Norway, Spain, the USA and Zimbabwe. We are now presenting those articles as examples of how the education and training is organized in various parts of the world. But we also used those articles in order to analyse and identify models we think are worth striving for. We have tried to avoid outlining fixed recommendations, but have striven for outlining models, that are feasible to use both as starting points for the elaboration of a new programme for education of children´s librarians and for analysing the present status within the field.

The Ideal Education and Training of Children´s Librarians?

Even if there are some general traits in library development in all countries, most phenomena within the public library and children´s library field are of a local and national nature. It is thus difficult to claim that a special length and a certain content of the education be recommended for all countries. The great differences of the

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structure of society and the level of industrialization between i.a. the USA, the GDR and Nigeria, which we present in the publication, make it impossible to find precise guide lines and recommendations. There are a lot of aspects, known only locally, that have to be considered first when you plan the length and content of the education: the oral tradition, the special traits and standard of the book production, the prodominant problems and developing trends within the school system etc.

The length of the library education varies, in the examples chosen for this publication, from 1 to 4 years of study. We have therefore not recommended an ideal length of the education of children´s librarians but are recommending a reasonable proportion out of any library education, if the aim is to create a library education where children´s wants and needs are considered.

The Planning of Education and Training of Children´s Librarians

In most cases the education and training of children´s librarians is is organized within a college of library science, a department of a university college or in a library school. But there are still countries where the library associations are responsible for the education of librarians. Whoever is organizing the education, it is important to stress that:

1. The training and education of children´s librarians must be an integrated part of a library education.

2. Some courses, relevant for children´s work must be compulsory for those who follow a programme which leads to positions within the public library field.

3. Library service to children must be offered as an item for specialized studies within the basic education.

It is also important to claim, as many elements in children´s librarianship is of an interdisciplinary nature, that planners of this kind of education, should use a wide range of experts when planning the education. The experts you will find in most colleges of library science, are mostly competent in subjects related to the core programmes of librarianship such as cataloguing, bibliography and information retrieval but have less knowledge of subjects of importance for children´s librarianship, such as psychology, education science, children´s literature. It is also important, when planning an education for children´s librarians to take advantages of the knowledge and commitment you will find in library organizations for children´s librarians and unions for authors, writing children´s books and for children´s librarians. Those organizations can be used as bodies to which a proposed change in the curriculum is referred for consideration.

A Model for Education

When comparing the 9 countries, included in the publication, you will find a great variety as to the extent of education and training for library work with children. At one extreme you will find no, or practically no, training at all, and at the other extreme countries with general courses, followed by advanced courses, specifically designed for children´s library specialists. In our selection Zimbabwe may be

taken as an example of the first, Norway of the latter.

All countries presented, are strongly arguing for the need of education for children´s librarianship - whether they offer such training or not. Spain regrets the training for children´s work where one of the schools offers a course in children´s literature, but nothing on children´s library service. Zimbabwe, which has not yet organized a library education, is planning to offer a course in children´s work in a year or two. Even countries which have a formal training express a discontent i.a. the GDR and Nigeria, pointing at the need for in-depth courses.
When we look at the training practices, we will find that most of the training is given either as a one-level training (Nigeria, Zimbabwe) or as a two-level training (the USA) or as a compulsory component (in the GDR for librarians in public and trade union libraries).

Our contributors are not satisfied with these conditions. That is why we would recommend that the best model for education and training of children´s librarians is a three-level training which we can find in i.a. Norway. Here a programme of children´s librarianship is a compulsory part for all library science students, another compulsory part for all students preparing for public library work, and a third optional part for those wanting to specialize for children´s services.

This third level can also be broadened, as it hs been in Norway, by an advanced course in children´s work (250 class hours) after having obtained a library diploma.

We mean that this model can be applied to any library education, from 1 week´s training to 4 years of study. The important thing is organizing an education with compulsory and optional parts.
Because of the great variety of the extent of the study and the qualifications for entering library programmes, it is impossible to formulate an ideal content and the number of class hours. Thus we have chosen to recommend certain proportions and fractions out of the total training, that we mean must be devoted to library service to children.

General level: 1/70 or 1.4 % of the training in library science is devoted to children´s librarianship (i.e. 1 week out of 70 weeks, 1 hour out of 70 hours).

Medium level: 6/70 or 10 % (i.e. 6 weeks out of 70 weeks, 6 hours out of 70 class hours).

Specialist level: 3/70 or 4.3 % (3 weeks out of 70 weeks, 3 hours out of 70 class hours).

This means that any library science student has to spend at least 1.4 % of his studies on children´s librarianship and the student who has chosen to specialize, during his basic education, has devoted more than 25 % of his time to children´s work.
We claim that children´s librarianship should be included in any library training, no matter which type of library (public or special) the student aims for. Any librarian needs an orientation of the need and importance of a good library service to children and what this service involves.

But the medium level of our model is the most important one as this

is compulsory to all aiming at positions in public libraries. Many of these students might later become involved in library planning and development. It is important that the planners keep all user-groups in mind - and particularly the children. They need to know and consider the fact that the children are often the most frequent and vivid users of libraries, and they need to recognize, that the children are a major resource of the country. Investing in children is investing for the future development of the country.

A fixed curriculum with a certain content can not be set, but the following items for studies at the various levels are suggested:

Basic level: (for all library science students)

Children´s living conditions
The child´s media situation (including oral tradition)
Presentation of the aspects involved in library service to children.

Medium level: (for all public library librarians)

Introduction to children´s literature/children´s materials
Book-selection (material selection; collection development)
Bibliography, reference books
Goals and objectives of the children´s libraries
Planning of library service to children
Extention activities; programming
Cooperation with other organizations and institutions

Upper level: (for children´s library specialists)

Children´s literature
Book reviewing
Children´s psychology
The handicapped child; the reluctant reader, the culturally disadvantaged child
Foundations of education
Facilities
Administration/management of children´s libraries

Paraprofessionals, Short Courses, Advanced Courses

The education presented above has only dealt with the professional librarian. But within this field there is also a great need for the training of paraprofessionals. In the publication there are detailed descriptions of the training of paraprofessionals from two very different countries, Norway and Nigeria, which can serve as examples of how such a training can be organized.

One might think that the need for further training will decrease, when the library service reaches a certain degree of development and when the basic training has given a reasonable amount of children´s items. This is not the case. On the contrary; the need for short courses, as it is expressed by Nordic practicing children´s librarians, has never been greater and more demanding that now, when the basic education is well developed.

It is important that staff members at all levels are invited to follow shorter and longer courses covering the various aspects of children´s library work. These courses do not necessarily have to be

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provided by library schools and universities, at least not only by these institutions. It would be of great value if library associations and other bodies got involved in offering/organizing courses of this kind.

Conclusion

Library service to children is not the first field within librarianship that is established within a nation. When a nation starts developing libraries there is first a national library, later special libraries and libraries for higher education. Studying library history you will find a similar pattern in most countries; children´s libraries are not a starting point but an end of a library development.

The same pattern is to be found when you look upon the education for librarianship. The training and education of children´s librarians comes late as field within the curriculum for library education. As it is young and new it is tender and susceptible. To its nature it is interdisciplinary which makes it difficult to fit into the ordinary courses of library education.

The Section of Children´s Libraries of IFLA hopes that our models and recommendations will serve as a practical tool for those who wish to improve and strengthen the education and training of children´s librarians.

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The Objectives of Childrenś Libraries in Scandinavia based on the situation in Denmark.

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THE OBJECTIVES OF CHILDREN'S LIBRARIES IN SCANDINAVIA BASED ON THE SITUATION IN DENMARK.

By Eva Glistrup, Assistant Professor, Royal School of Librarianship, Copenhagen.

The first Scandinavian children's libraries saw the light of day at the turn of the century, inspiration and influence from the United States providing objectives and incentive. The development in Denmark has been more explosive than in Norway and Sweden, partly due to the more manageable geographic structure of Denmark.

Since 1920, the public library system of Denmark has been encompassed by a legislative framework which has been an important prerequisite of its development. In 1931 children's libraries were included in the legislation, and in 1964 the establishment of a public library with an obligatory children's section - also in the branch libraries - was made mandatory in every municipality.

Similarly, the Norwegian public library system is based upon a legislative framework containing a definition of overall objectives and a specification of the more detailed guidelines. The right to use libraries free of charge is guaranteed by law.

Swedish librarians often lament the lack of library legislation in their country, the local community bearing responsibility for the establishment of libraries. However, in

the 1970's a series of reports were written dealing with the entire cultural sphere. They have definitely generated local discussions about objectives and contributed to a definition of the library's role in society. In Sweden it is said that libraries shall "further knowledge, information and intellectual stimulance". In Denmark and Norway the aim as defined by law is to "further enlightenment, education and cultural activity by providing books and other suitable materials".

The principle of equal service for all groups (not necessarily synonomous with uniform service) is absolutely fundamental in Scandinavian library work. In many ways, children and adolescents are oppressed in our society. They find it difficult to make themselves heard and their needs do not have first priority in the public consciousness. They are dependent upon the adult world's efforts and the influence they exert on their own existence and on society toward changing policy and attitudes is sorely limited. Library legislation and objectives guarantee children a library which is equal to the adult's in quality, variation and scope. In practice, this equality still leaves a good deal to be desired. But it has been a declared goal for children's librarianship to reach out and establish ties with more and more children and also make local politicians and givers of grants aware of children's needs and the importance of children's libraries.

With regard to professional ideology, since the latter part of the 60's development of children's libraries has been influenced by the debate about children's culture which began

in Sweden. It focused upon the cultural products which children are exposed to. A variety of people engaged in children's culture - artists and disseminators united in a battle for children's right to their own culture. They created cultural products - books, music, film or theater - relating to the child's own situation and which could aid the child in developing his or her identity. Just as important was the desire to develop and refine the children's discriminatory powers and transform them from passive and conform beings into active and enterprising individuals. This meant that the children's libraries had to stress their social functions and assume an outwardly directed and activist role.

Being a children's librarian is to be on the side of the underdog. It often necessitates fighting for better conditions for children and a more just division of resources.

In 1969 a group of Danish children's librarians stated the following goal in a report entitled "The Children's Library of the Future": "Children's library activity is an integrated part of the public library activity in a community - a service offered to children in their leisure time. The children's library should serve not only children, but those persons - parents, teachers, etc. - and institutions who deal with them. It should be a part of and be co-ordinated with a community's entire programme of leisure time activities for children. The children's library should be a lively, stimulating place, an atmosphere where activities of various kinds can be a source of mutual inspiration. Because it is an

organism of society in continous development in keeping with the times and with society's cultural and socio-educational trends, the children's library must constantly seek new contacts and new avenues of co-operation. It must constantly expand its sphere of activity so as to be able to offer the public as varied and interesting a programme as possible. Therefore, it must be able freely to use the media and materials which serve this end just as it must be receptive to innovations in the field of art and be willing to give its support to experiments. An attempt must be made to create environments which are conducive to free time activities, places where children and adults, according to geographical location and accessibility to find it easiest and most natural to come. For this reason materials as well as the other activities must be decentralized.

Throughout the 1960s, and to some degree in the 1970s, economic prosperity in Denmark made it possible to put some of these ideas into practice, and children's library facilities were greatly expanded as a result. New materials and media were added, various experimental activities were carried out, and libraries more frequently arranged cultural programmes.

In 1975 another group of children's librarians supplemented the discussion of goals with the following statement: "The first aim is, through staff involvement and provision of materials, to give the children and understanding of their own place in society. It is therefore necessary that the staff of the children's library think of themselves as individual

members of a conflict-ridden society, while they, at the same time, work toward an understanding of the laws and context of this society. In addition the children's library staff must have knowledge of the laws and judicial statements which apply to the institution and its employees. In order not to isolate themselves, the staff of the children's library must cooperate with other groups in the community which also work with children with a view to putting these theses into practice".

In 1976 the following goals were formulated by Swedish children's librarians: "The goal of the children's library is to reach all children. The children's library shall contribute to the creation of a better society environment for all children. The children's library shall contribute to the child's language development. The children's library shall contribute to creating independent individuals capable of critical evaluation with rich imagination and emotional life. The children's library shall contribute to providing all children with the chance to seek knowledge which will improve their own as well as the conditions of others. The children's library's selection of materials should aim to counteract the negative influence of commercialism and create an alternative to this, and, at the same time, attempt to alter the pattern of requests. The children's library shall, free of charge, give all children access to and information concerning books, newspapers, magazines, recordings, tapes, etc. in their own respective languages. The children's library shall actively seek out those children who for physical, psychological, language or social reasons do not make use of

the public libraries. In order to accomplish the goal of reaching all children, the library must actively seek out and co-operate with those institutions, organizations or individuals who work with children and share information on books, reading and the library. The demand for quality should also be enforced with regard to general activities of cultural interest which should be outlined and planned together with other organizations and institutions in the community. It is necessary, if this goal is to be met, that the staff of the children's library has received an education in accordance with these objectives, and that graduate training be available".

In 1982 the children's librarians in Norway issued their declaration of goals: Children's libraries shall be an independent but integrate part of the public library system. Its services shall be available to all children. The children's library shall command enough resources to make all children cognizant of existing literature, materials and information and to provide a broad range of cultural programmes. Its services shall be based on quality. The task of the children's library shall be to present an alternative to the increasing commercialism of children's and adolescent's leisure time activities and provide a cultural refuge. The children's library must also work with people and institutions which are involved with children and supply them with information about books, reading and the library. Children have a right to professional assistance from the library staff.

As evidenced here, children's libraries in the Scandinavian

countries have placed considerable emphasis on clear cut objectives. It is important to have an aim in times of prosperity - things happen too quickly and work is hampered by a shortage of qualified labour, as seen in Denmark in the 1960's. But a goal is especially imperative during a recession when politicians and the general population must be made aware of what the children's libraries are all about. It is also important to have an objective in order to achieve a necessary professionalism in children's librarianship.

Apart from these beautiful idealistic objectives, what does the children's library really look like when we concentrate on the library itself? I will henceforth focus on the Danish children's libraries which I know best.

Approximately one-half of the total amount of books borrowed from public libraries are children's books from children's libraries. Today children make up approximately 20 % of the population, a figure on the decrease. Until now, it has been said that 25 % of the population (the children) borrowed 50 % of sum total of borrowed books. About 50 % of the adult population in Denmark makes use of the public libraries (Institute of Social Research, 1978), whereas for children the statistics are: 37 % 0-6 years, 75 % 7-11 years, and 85 % 12-15 years.

I would like to interject a comment here. Every public school in Denmark has a school library with high-quality collections of both fiction and non-fiction. These libraries are run be teachers who have been given brief courses in librarianship

In Sweden and Norway trained librarians can also be employed en school libraries. Danish public school libraries lend as many books as public children's libraries - about 40 million annually.

As a consequence, we in Denmark have extensive contact with a wide range of the population. This can be explained by several factors, primarily geographical. Denmark is a small country, which makes it possible to establish a finely meshed library system. In the past 20 years especially, Denmark has built a large number of libraries in which children's sections have finally been given a reasonable share of the space - (although not half). Children's librarians have created an easy-going atmosphere which appeals to many children who are otherwise acclimatized to institutionalized life. I have also reason to mention that compared with other countries, the libraries are very well-staffed. 650 trained children's librarians are presently at work in children's libraries. There are positive examples of cities with a population of 15.000 where the public library employs 3-4 children's librarians plus clerical staff. During this period of expansion, we experienced a significant growth in the production of juvenile literature - from 200 to 900 new titles annually. This wide range of books appeals to many children from diverse backgrounds and of varying age groups.

Books are the indisputable focal point in Scandinavian children's libraries. 13-14 volumes per child is the mean in Denmark, increasing each year by more than one wolume per child. Music made its entrance into libraries in the middle

1960's, but development in this field has been extremely slow. There are children's libraries which do not even possess gramophone records or tapes. Posters, talking books, slides, etc. exist in a very limited way. Video cassettes and computer programmes (software) for lending or use in the library are for better or worse still in the experimental stage. My qualification can be explained by the considerable scepticism prevalent among Danish and Norwegian librarians. They are uncertain about the effects of these new media in a children's library context. Several years ago, the Swedish children's librarians approved a resolution declaring video undesirable in children's libraries. They stress the importance of books in the child's consumption of media. Danish children's librarians are more interested in establishing video workshops where children and young people can produce their own videos as an alternative to building a collection of dubious video cassettes.

As a consequence of this attitude, Swedish librarians in particular have placed emphasis on book talks and visits to schools and day care centres. Book talks are more common in the United States, they are only now being developed in Scandinavia. Again it is Sweden which for many years has practiced holding story-hours. Until the beginning of the 1970's they were also an integral part of children's library activities in Denmark. But at that time, the audience - the children - simply stayed away. A possible explanation was undoubtedly that the libraries themselves accelerated the level of activity, competing among themselves, by including film showings, children's theatre (which was experiencing a

period of remarkable growth) and other more dextious activities. At the moment we are witnessing a renewed interest in book-talks and story-hours, but as they no longer are a tradition a new generation of children's librarians must start from scratch.

The rigid system by which books are shelved has fostered many discussions among children's librarians. The average library-goer does not find it evident and the dividing of books into fiction and non-fiction can be a hindrance to accessibility. The same can be said of the practice in children's libraries of compartmentalizing books into picture books, books for small children, and books for older children even though the idea originally was to aid selection. At the present time in Denmark we are experimenting with other arrangements in order to achieve a better exploitation of the book collection. A children's librarian was granted a two year leave of absence from her job in order to work with alternative ways of arranging the books in her library, depart from the tried and true practices, and give priority to the inspirational at the expense of the systematic. Her study will also deal with observations of borrower's behaviour and interviewing.

Effective Library Bureaus, Bookbinding Bureaus, and Interior Design Bureaus have been established in Denmark as well as the other Scandinavian countries. They supply the libraries with books ready for lending, a catalogue apparatus, advice on interior decoration, bibliographies, book lists, posters, all varieties of public relations materials and much more. The philosophy behind these central institutions is to relieve the

library staff so it can devote time to serving the public, guarantee a uniformity of library systems to the benefit of the consumer, and to ensure a production of materials of professional standard.

The importance to librarians and children of the Library Bureau's book catalogue can not be overestimated. It represents an excellent transition to the projected 100 % computer solution. A children's librarian is employed by the Library Bureau as a professional specialist. A board of practicing children's librarians functions as advisory consultants along with the Directorate of Public Libraries' consultant for children's libraries, a professor from the School of Librarianship, and the Library Bureau's own consultant.

The Bookbinding Central is another important institution. It delivers books to libraries - bound or reinforced - with classification number, etc. ready to place upon the shelf. It also puts out "reviews" of almost every book to aid in selecting the right books - two reviews of each book, one written by a children's librarian, the other by a school librarian. This service is especially appreciated by the many libraries where it is not possible to see and evaluate new books before purchase. May I here remind you of the large number of new titles every year, approximately 900, and the many smalllibrary systems which are responsible for their own book purchasing. It is also a fact that children's literature is seldom reviewed in newspapers or magazines.

Many years ago a special department for interior design was

created to assist libraries in planning their interiors. It provides specially designed furniture not only to Danish libraries, but world-wide. Some years ago this department commissioned a group of children's librarians and architects to write a book about designing children's libraries including suggestions for new solutions.

Some may find the idea of these institutions uncomfortably centralistic. But in reality they provide the basis for the high professional level and the uniformity of that level. The aids produced for the benefit of children's libraries enable the staff to devote their time to their outward-directed work instead of being bogged down with technical details. Due to this, the majority of Danish children are enthusiastic borrowers of books.

To reach all children has been a high priority objective of Scandinavian children's libraries. In order to reach the child, it is often necessary to deal with the adult employed with children, whether the parent or other adults in the local community. It is both important and natural to establish ties between the children's library and other institutions, organizations and persons in the community involved with children. In this way the library can get in touch with those children and adults who do not frequent libraries. It also provides children's librarians with a opportunity to exchange experience and information leading to a better coordination of local projects for children and to achieve a clearer understanding of the situation they are in. It can also bring about a greater appreciation for the work done for children's

culture. For many years Danish children's libraries have worked with infant care centres, nursery schools, and after-school care centres, which are very common in Denmark. The children's library compiles kits on various subjects, book depots, records etc. and lends them to these institutions for the use of pedagogues in learning situations. Many children's libraries have book collections which introduce pedagogues to the latest literature in their fields. These day care centres, nurserys, after-school centres often visit the library - as much as several times each month - and the children grow familiar it. Conversely, children's librarians participate in parent-teacher meetings at these centres and can propagandize for libraries and bookborrowing.

Unfortunately, children's librarianship has never achieved a strong position in the education of librarians. The Danish pioneers for children's libraries chose to fight for continuing education - as early as 1944 initiating a 2 month course for children's librarians. This long course is still offered, three identical courses with twenty participants each being held as late as 1985. The two schools of librarianship in Denmark offer shorter courses on specific subjects relating to children's librarianship or juvenile literature. They inevitably attract far more applicants than there are places for.

One can say that on the whole children's libraries in Denmark occupy a stronger position than they do in many other countries. Children's librarians have managed to create respect for their work. This is evidenced by the administrative status

of the leading children's librarian - she is automatically the stand-in for the head librarian in municipalities with fewer than 25.000 inhabitants - a figure encompassing most municipalities. In the larger library systems, the leading children's librarian ranks on a par with the head of the adult librarians. In the Directorate of Public Libraries there is a highly placed Children's Libraries Inspector.

Children's librarians in Denmark formed early on a professional organization which for almost 40 years has made its presence felt in the total library context by issuing declarations of aims, hosting annual conferences, awarding prizes, establishing contact with other groups in the library world, demanding service for threatened groups of children, etc. etc. Almost all children's librarians are members of this organization.

Children's librarians in DEnmark are worried about the severe cut-backs in library budgets, although compared to most other countries we've no reason to lament. Children's libraries in Scandinavia have long been privileged and still are. But they are facing great challenges. Scandinavian children experience increasingly second-hand childhoods in highly technological societies where electronic gadgets tempt with entertainment 24 hours a day. And where a consumption the majority can ill afford becomes the meaning of existence. The family structure has become more and more fragmented and the generations lead totally estranged lives. In the midst of these economic cut-backs, one must relate to a dizzying media explosion. Yes, there is indeed a need to keep calm and collected, maintain one's librarian identity and look beyond one's own limited horizons.

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Opening A Big Window for Each Child: A Report on the Bunko: Children's Library Movement by Local Volunteers.

by

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"Opening a Big Window for Each Child:
A Report on the BUNKO, Children's Library Movement
by Local Volunteers"

1 Prologue

1.1 BUNKO is a general term given to private libraries for children within their local community. BUNKO is a Japanese word comprising of two ideographs, BUN meaning literature and KO a building where things are stored; it is derived from an ancient term used to denote a collection of books. The word BUNKO is gradually being accepted internationally to describe a special voluntary, independent small library for children.

1.2 In 1981 a statistical survey was made by the Committee for Research on BUNKO for Children.[1] Questionnaires were sent to 4,557 BUNKO and 1,878 valid replies were returned. This paper presents an outline of this survey conducted by the Committee and a description of BUNKO.

2 What is a BUNKO?

2.1 A BUNKO for children is defined by Mr. Shozo Shimizu, expert on Library Science, as "a mini library for local children operated by local private individuals or a group of citizens who volunteer to develop a better reading environment for children."

i) BUNKO are opened by an adult or group of adults within their local community. These adults all like children and enjoy children's books.

ii) Books are collected to form a BUNKO either in a private home or community centre.

iii) Children are invited to visit the BUNKO and selected books for borrowing them to read at home.

2.2 The main aim of the BUNKO is to encourage healthy all-round development in children through the reading of good books and the making of friends within the community. In order to facilitate this, BUNKO often offer various other activities besides a book lending service. Although the main aim of the BUNKO is to offer a service for children, adults involved in Bunko find that they offer opportunities to share the pleasure of reading good children's books and to meet like-minded people. It also leads adults to increase their own knowledge of children's books as they have to select new books for the BUNKO and offer advice to children on books. Although adults work on a completely voluntary basis receiving no remuneration for their work, most derive satisfaction and enjoyment from their contribution.

3 When were BUNKO established?

3.1 Soon after World War II BUNKO slowly grew in number. However the number of BUNKO for children increased very considerably during the 1970's. The survey of 1981 shows that,of the 1,878 BUNKO which replied the questionnaires, 10.8% were established before 1970, 30.8% between 1971 and 1975 and 54.3% in the period 1975 to 1980. Thus 85% approximately were established in the 1970's.

4 Why and how did BUNKO increase rapidly in the 1970's?

4.1 The most direct factor is generally thought to be the insufficiency in provision of public libraries and inadequate existing library services, especially for children, inspite of a rapidly improving standard of living.

4.2 From the 1950's onwards publishers of children's books had been striving to produce better children's books. Publishers'

effort to find good authors, illustrators and translators resulted in the 1970's in the availability of high quality books.

4.3 The new good children's books not only interested children, but fascinated and moved their mothers who had not had books of these qualities in their own childhood. This resulted in a desire to share the pleasure of reading and enjoying these books with children. This enthusiasm on the part of mothers was the driving force behind the creation of many BUNKO.

4.4 In 1965 Miss Momoko Ishii, author and translator of childrens books, published Kodomo no Toshokan (Children's Libraries) appealing for the immediate provision of adequate public libraries and especially libraries for children. Her book included a detailed description of the activities of the BUNKO for children she had set up in her own home. This instigated the creation of many BUNKO, using Miss Ishii's BUNKO as a model, by people who felt that their children could not wait for the establishment of a Public Library in their own neighbourhood.

4.5 In 1967 a teacher, Mr Shogo Saito, gave up his regular work to open a BUNKO in his home and then to travel round the country preaching the importance of reading for children and encouraging mothers to have small gatherings at home for reading aloud picture books together and lending them to each other. Many mothers were inspired by him and started BUNKO in their own homes.

4.6 Some pioneers who had successfully run their own BUNKO lent their books and gave advice to people wanting to start BUNKO.

4.7 In some communities liaison meetings were organised to facilitate communication and cooperation among BUNKO in their area.

4.8 As a result of a joint effort between BUNKO, a system of party loan was established whereby BUNKO could borrow a large number of books from Public Libraries over a length of time, thus making it possible to run a BUNKO on a fairly small budget.

4.9 In the 1970's many people were becoming concerned that too many children were spending their leisure hours attending extra tutorial classes, that they were becoming influenced by TV programmes with an emphasis on violence and commercialism and that Juvenile Delinquency was increasing. Worried by these social problems many people felt that BUNKO was the answer as it offered an alternative which was a healthy recreational facility. They therefore wanted to create BUNKO in their local communities.

4.10 After Wrold War II, a gradual change was taking place in the role of the woman in society. The change was not only in life style, but also in the way of thinking. Housewives were being freed from the house and housework, and many were searching for occupations which they felt would be meaningful and worthwhile.

4.11 Residents on housing complexes (danchi), which were being built in the 1970's, felt that they needed BUNKO for their children. (BUNKO on housing estates tended to be larger in size that most Bunko.)

4.12 As the number of BUNKO for children increased, new types of BUNKO for children with special needs were founded.

i) BUNKO for handicapped children Families with handicapped children created BUNKO for their children. Today most institutions for handicapped children have their own BUNKO.

ii) International Children's BUNKO[2] To give opportunities to the increasing number of bilingual/bicultural Japanese children returning from a period of residence overseas due to their father's work being outside the country, foreign language BUNKO in English, French and German were created to make good children's books in these languages available to these children, and provide them with related activities in which they could use their second language. Japanese language BUNKO have now been developed outside Japan to help these children living overseas in isolated circumstances offering them opportunities to read in Japanese and take part in typical Japanese festivals.

4.13 In the 1970's Children's Bookshops increased in number, some providing a form of Library Service.

4.14 In the 1970's, more than twenty years after the end of World War II, Japanese society was becoming more stable. People could now afford to set up BUNKO and some were set up in memory of deceased children or people who had made an important contribution to the community. In some cases churches and temples were willing to offer space for BUNKO.

5 Who are the members of BUNKO?

5.1 Child Members

The total number of children registered at BUNKO is unknown. The estimated figure is 534,000. This represents 5% of the

total enrollment of children in Primary School in Japan.

5.2 Adult Staff Members

The type of person working in BUNKO differs greatly and includes mothers, some fathers, High School and College Students, Teachers, Librarians, Clergymen, Writers of children's books, to mention a few. However, the largest group, representing 80% of the total, are housewives in their thirties and forties who have children of their own. 8% of the total comprises single working people or students in their late teens or early twenties. A small number are people in their fifties, sixties or seventies. The total number of adult staff members is estimated to be 38,000, that is three times larger than the Staff employed in Public Libraries in 1985 in Japan. The average number of adult staff members per BUNKO is 8.4.

6 Where are BUNKO operated?

6.1 Most BUNKO are operated in residential premises. Many are housed in private homes, the books being stored either in the entrance hall, living room or children's room. Nearly 100 BUNKO have their own premises for their exclusive use. Premises include disused buses or streetcars, prefabricated store houses or vacant houses. Where suitable space is not available, a corner in a Post Office, a Police Sub-station, a dentist's or doctor's surgery have been used.

7 How are they operated?

7.1 General Activities

BUNKO are open at least once a week. In most BUNKO two or three books may be checked out by each child, but in some BUNKO there are no restrictions on borrowing. The number

of members are restricted in terms of space, number of books and the availability of adult staff members. The ideal number of child members is between 20 and 50. More than 100 child members is too many for staff to give the individual attention necessary.

In addition to book-lending, most BUNKO offer various activities; these include, in order of frequency, reading aloud, presenting picture story shows (kamishibai), writing and publishing Newsletters, making and playing with toys, story telling and playing traditional games.

In some BUNKO, children are encouraged to help sorting out and putting away books and to take part in other activities like acting in plays and puppets shows.

7.2 Annual Events and Extra Activities

Annual events include: New Year (January), Dolls' Festival (March), Star Festival (July), A BUNKO Camp (July or August), Moon Viewing (September), Christmas (December).

7.3 Funding

The method of financing differs from BUNKO to BUNKO. Many BUNKO charge a small membership fee of 50 or 100 Yen per month (equivalent to 25¢ or 50¢ US at the exchange rate of 200 Yen to 1 dollar). Other BUNKO raise funds by organising Bazaars. Some BUNKO receive a grant from the local administration, public library or adult education authority. However, in most cases grants are not sufficient to maintain BUNKO, so Adult Staff Members make up the difference by personal contributions.

8 What is the relationship between BUNKO and the Public Library?

8.1 Different roles

Approximately 75% of BUNKO have no Public Library nearby,

that is within less than 15 minutes walking distance. Since BUNKO and Public Libraries both provide a book borrowing service, some people used to hold the opinion that if a Public Library was established in the vicinity of a BUNKO, the BUNKO should close on the grounds that its mission had been accomplished.

However, it is now thought that BUNKO are different in nature from Public Libraries and therefore each has its different role in a community. While Public Libraries have larger collections of books, better facilities and professionally trained librarians, BUNKO are smaller, more intimate family-like places, free from administrative restrictions and thus flexible and able to respond to the changing needs of the BUNKO and its community. People who run BUNKO, usually mothers, also tend to relate themselves at a more profound level to each child, responding to their individual needs. Staff members have also generally read books in their Bunko over many years to different children and have observed the different ways in which they have responded to them, providing a valuable insight.

Children can benefit from the fact that within their community there exist different facilities for book borrowing both of which help to develop good reading habits.

8.2 Cooperation

Cooperation between BUNKO and the Public Library means that these two groups of people work together toward the same goal, that is the improvement of children's reading environment. As part of this cooperation, the Public Library offers a party loan of carefully selected books for BUNKO. At present more than half the BUNKO borrow books from their

local Public Library, which they then lend to their members. The Public Library also offers advice on book selection and a reference service. Some Public Libraries offer financial grants to BUNKO, though the sum received is usually not sufficient to support BUNKO. Some Public Libraries have provided inspiration and professional guidance, which has stimulated the opening of BUNKO in their vicinity.

BUNKO staff submit their opinions on various subjects as well as suggestions and requests to Public Libraries on ways pf extending Library services, developing professional Librarian skills and the setting up of branch Libraries. These constructive criticisms and requests made by BUNKO staff, derived from their sincere belief and supported by their experience in BUNKO have been sufficiently to the point and convincing for authorities to take serious note cf them. It is considered that opinions and suggestions coming from BUNKO staff could form the basis for future planning and development of Library service.

An example of cooperation can be found in a satellite town within Greater Tokyo where BUNKO staff regularly compile lists of books with annotations. These lists are published by their local Public Library as part of their annual information publications.

In many comminities BUNKO staff members have provided a driving force which has resulted in the establishment of a local Public Library. This has included appealing to the City authorities to promote a sound Library policy within the community.

However, cooperation between BUNKO and Public Libraries is not always happy. In some cases a Library's potential professionalism may not be appreciated by a BUNKO and alternatively Library Services may not, as yet, be extended to BUNKO possibly due to lack of a far-sighted policy, capable Librarians or financial provision.

9 Epilogue

9.1 The reasons for setting up a BUNKO, the place to operate it, the membership, general activities, and the relationship with the local Public Library differ from BUNKO to BUNKO. However, certain similarities can be deduced from their activities and these can be regarded as the common features of BUNKO. These are:

i) BUNKO are an effort to develop a better reading environment for local children.

ii) The work of a BUNKO is carried out and its activities are developed by devoted people (mostly mothers) who gladly contribute their time, energy, and often money, to help develop a fertile imagination and sound judgement in the minds of the children of their community through the encouragement to read good books.

iii) All the activities are carried out with quiet enthusiasm. Staff are not involved either in active propaganda or political campaigns. Children are encouraged to come to BUNKO to read and borrow books, but they are never forced in any way; they are welcomed whenever they want to read. This way of working may be considered by some to be not

sufficiently directed, especially when there is competition from the media, such as Television, easy-to-read magazines and comics, and out-of-school music or swimming lessons or tutorial lessons. In spite of this competition, the philosophy of BUNKO is not to force children. BUNKO functions like water hidden in the ground, which sustains the plant when needed and helps it to grow.

iv) BUNKO offers a good opportunity for self-education not only for Children but also for Adult Staff Members. Through participating in Bunko, Staff gain social awareness and become active members of their community. They also realise that they learn so much from their child members. Through their experience at BUNKO they often find that their life is richer and more meaningful.

In short, as long as BUNKO are set up spontaneously and independently by people who love children and children's books and operated in close contact with individual members, BUNKO for children will have the strength of a grass root movement. They will also have the potential of contributing to the improvement of life in their community, as well as helping their members open their eyes to the World beyond their immediate environment. They will in fact act as a Big Window for each child -- a Big Window looking on to a World beyond their own.

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2 International Children's Bunko Association #22 Seiko-so, 3-19, Sakuragaoka, Shibuya-ku, Tokyo 150, Japan.

Further reading in English

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Children's Libraries in Japan:

Progress and Problems

by

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I. Recent Development of Children's Libraries in Japan

In 1961, there were 736 public libraries, among which 259 provided a children's corner. In 1985, there were 1,633 libraries and 1,302 had children's departments. The table below provides a more detailed breakdown. As the statistics below indicate, the number of children's libraries in Japan increased five times over the last 25 years.

Year	No. of Municipalities	No. of Municipalities having libraries	%	Libraries	No. with Children's corner	%
1961	3,490			736	259	35.2
1966	3,422	631	18.4	791	304	38.4
1971	3,387	699	20.6	885	390	44.1
1976	3,344	788	23.6	1,083	674	62.2
1981	3,325	928	27.9	1,362	1,074	78.7
1985	3,323	1,047	31.5	1,633	1,302	79.7

Source: Japan Library Association, Statistics of Libraries in Japan.

Not all municipalities in Japan have their own library. As of April 1, 1985, all prefectures, 87 percent of cities and wards, and 16 percent of towns and villages have public libraries. Since only 16 percent of towns and villages have libraries, there is still a long way to go until all local governments will be able to offer full children's library services.

With the hope of accelerating the further growth of children's library facilities all over the world, let us analyze the major factors that made possible the five-fold growth in the Japanese library system over the past twenty-five years. Perhaps this account

in the case of Japan may be of use to those countries currently embarking on the effort to expand their public library system.

A. Influence of the Bunko Library Movement

Around 1955, television began to become a standard fixture in Japanese homes, and the content of children's periodicals shifted from traditional literature to comics, illustrated tales, and cartoon-style illustrated fiction (gekiga). Much of the content was violent, inhumane, and militaristic. A campaign against such harmful literature arose throughout the country under the slogan, "Don't read, don't buy, don't look at," and many people began to work actively to bring their children into contact with good books. Some concerned people began to open their private collections of books to neighborhood children. Such "home libraries" were called bunko. Today, there are about 5,000-6,000 such bunko throughout Japan.

Some of these bunko libraries, which were quite well known for their remarkable activities were the Michio Bunko Library (Tokyo, founded 1951) sponsored by Hanako Muraoka, translator and writer of children's books; the Clover Children's Library (Kōriyama, Fukushima Prefecture, 1952) directed by Kōko Kanamori, the two Tsuchiya Bunko (Tokyo, 1955, 1956), and the Katsura Bunko (Tokyo, 1958) run by Momoko Ishii, editor, writer and translator of children's books.

Ms. Ishii, Ms. Muroaka and others joined forces to establish the Home Library Society (Katei Bunko Kenkyukai). Besides promoting children's reading in general and bunko activities in particular, the society extended its endeavors to translating and publishing some American children's books of classical value such as Millions of Cats by Wanda Gag and Kurt Wiese's Five Chinese Brothers. These books not

only brought great pleasure to our children but provided considerable stimulus to the juvenile book publishing in our country.

In Kodomo no toshokan [Children's Libraries] (Iwanami Shoten, 1965), Momoko Ishii provides a fascinating account of her experiences during the first seven years after the opening of the Katsura Bunko. She advocates that libraries should be made as common as mailboxes, and many people found her book a great inspiration. Encouraged by it, groups of mothers in many communities, unwilling to wait until municipal libraries could be built, banded together to open bunko libraries on their own initiative. Their efforts also helped arouse the movement to promote the founding of public libraries. I will not go further into the story of the bunko libraries, however, since this subject will be dealt with in detail by Ms. Ikuko Suehiro, another participant in this conference.

B. Effects of Special Reading Promotion Campaigns

Responding to the private movement, efforts began among public libraries to promote reading among children. In the 1950s, a movement known as the "PTA Mothers' Library" spread throughout Nagano prefecture based on the conviction that improvement of the educational environment of the home depends largely on the attitude of mothers, emphasizing the need for mothers to read more. This movement helped bring the joy and rewards of reading to many mothers who previously could not because books were simply not available close at hand. The "PTA Mothers' Library" concept spread all over the country, and in 1959 when a "National Convention of Reading Mothers" was convened, as many as 6,500 mothers attended. Around 1961-62, "PTA Mothers' Libraries" in Nagano prefecture totalled about 130,000 members. This movement has continued. It claims about 20,000 members today, and

they report annually to the Nagano Prefectural Libraries Convention.

In the 1960s, Hatoju Muku (real name: Hikoho Kubota), the Head Librarian of the Kagoshima Prefectural Library and writer of children's literature, launched a campaign to encourage mothers and children to read together at least 20 minutes a day--the so-called "20-minutes-a-day reading program." Together with the School Library Association, municipal libraries, and community centers, the Kagoshima Prefectural Library approached schools and the PTA to spread this idea. Less than a year later, more than 85,000 mothers and children had joined the movement. It worked to encourage greater contact between mothers and children and to foster better communication and understanding in the family. Bonds also developed among children participating in the "20-minutes-a-day" campaign, and as those ties grew stronger, it spread throughout the prefecture, and beyond, reaching out to the whole Kyushu region, and finally drawing attention all over the country. Muku describes the speed with which the movement caught on and how it changed reading patterns in his book Haha to ko no nijippunkan dokusho [Mothers and Children Reading Together 20 Minutes a Day] (Asunaro Shobo, 1964). Beginning in 1967, the Kagoshima Prefectural Library launched another campaign under the slogan "Let's Read to Our Children" which it continues to promote throughout the prefecture today.

C. New Dimension in Public Library Services: The Case of Hino Municipal Library

In the Tokyo area, the Hino Municipal Library began lending services in September 1965 through operation of a bookmobile service, although it as yet did not have a central library facility. This was

an epoch-making event in Japanese library history in that it helped to change the entire image of the local public library. Until then, newspapers had frequently printed pictures of the lines of students waiting to secure seats in public library reading rooms to study during the summer holidays, and libraries were popularly thought to be mainly places for students to prepare for entrance examinations. The staff of the Hino Municipal Library decided to try to combat this image, declaring their primary task to be the lending of books to local citizens, and they decided to implement this idea through the bookmobile program. Half of the books carried by the bookmobile were for children.

In those days, children's services offered by public libraries were extremely poor, only 36 percent of 773 public libraries (280) around the country having children's corners. Part of the reason for this was the traditional belief that children did not need libraries as much as adults, especially since they had access to school libraries.

Initially, public library services in Hino were made available at 37 bookmobile stops. The service points increased to 55 the following year. In time, two branch libraries were built, one of which was a remodeled streetcar. These accomplishments brought rapid results, and in 1967, 18 percent of Hino city residents were registered library members (including 5,835 children), and they borrowed 381,000 volumes in that year (61% or 232,000 being children's books). These figures were remarkable for library services in Japan, and were praised, as they compare favorably with standards in Europe and the United States.

Public library service in Hino began with book lending from a single bookmobile, and expanded through small branch libraries built

with due consideration to the walking distance of local children. Finally, when demand for reference services grew, the city's library service culminated in the construction of a fully-equipped central library building. This development of the municipal library system did much to change the long-held notion that libraries were only for students preparing for entrance examinations and demonstrated the true potential and value of a local public library.

The philosophical basis for the above library activities was provided by a book entitled Chūshō toshi ni okeru kōkyō toshokan no un'ei [Management of Libraries for Small and Medium Municipalities] published in 1963 by the Japan Library Association. This book, which underlines the importance of childrens' library services, states that every library should have materials and staff for children, regardless of whether they have a separate childrens' room or not. It became a catalyst in the development of the public library system. A further work published in 1970 entitled Shimin no toshokan [Libraries for Citizens] explained what a public library should be for local citizens and did much to educate both library staff and ordinary citizens regarding the functions of local libraries. It clearly states that services for children are an integral part of public library service and therefore should be implemented through the whole system, in branch libraries and bookmobiles as well.

D. Impact of Tokyo Metropolitan Government Measures on Library Development

In 1969, the Tokyo metropolitan government set up a project team to promote public library services in the metropolis. In 1970, it published a plan entitled "Policies for Public Library Development: Tasks and Measures," the gist of which is described below.

Subsidies amounting to one half of the construction costs and one half of materials costs should be provided over a three-year span to accelerate the building of libraries in the cities, wards, and other municipal units of the Tokyo Metropolis. Under this plan, the metropolitan government provided subsidies for building to 31 libraries, and that for materials to 48 libraries. In the Tama area, where only 7 city municipalities had previously been equipped with public libraries, the subsidies made it possible for all 26 cities and 4 smaller municipalities in the area to build library facilities. The number of public libraries in Tokyo as of April 1970 was 86 and increased to 272 as of April 1985.

The Policies for Public Library Development, which advocates "Making Libraries a Part of Daily Life," stresses that "priority should be given for the time being to circulation service and children's book service," clearly recognizing children's services as one of the main tasks of a public library. It also states that local public libraries should be built for each 1.54 square kilometer area.

Stimulated by the activities of the Hino Public Library system, all other municipal libraries in Tokyo have begun to stress children's services. Not only lending services, but story hours and booktalks were given at fixed times each week.

In the city of Chōfu, which is a neighbor municipality of Hino, librarians began to visit primary schools during regular school hours to give booktalks to the students. This kind of cooperative activity with the schools has drawn considerable attention among librarians all over Japan, but has yet to be widely implemented.

E. Organizational Activities Related to Children's Reading

The Society for Children's Libraries, a private group, was established in 1953 by Yoshiko Kogochi and others. It now has 700 members, including librarians, persons involved in bunko activities, school teachers, writers and editors. The society sponsors various activities such as lectures, workshops and editing of booklists, all aimed at improving the qualifications of children's librarians and the quality of children's services. It has contributed greatly to strengthening the foundations of children's library services and raising standards of these services. The Home Library Society mentioned above, which did a great deal to bring together people devoted to promoting children's reading, merged with the Society for Children's Libraries in 1965.

The Children's Library Section of the Public Libraries Division of the Japan Library Association has also played an important role. It has held national workshops each year since 1959 to discuss various issues related to children's books and reading. These meetings provided opportunities for demonstrations of new information and techniques for children's librarians. Storytelling and booktalks were demonstrated at a workshop in 1965, and these techniques are now widely used in libraries all over the country.

The Parent-and-Child Reading Center of Japan, founded in 1967 by Shogo Saito, a former elementary school teacher, promoted further what Hatoju Muku's "20-minutes-a-day" reading campaign had tried to achieve. Saito believes that the custom of parents and children reading together is part of an educational and cultural movement aimed at fostering and improving home culture. Childhood is short, and the healthy growth of children will not await the building of a local

public library. He founded the Parent-and-Child Reading Center to help in the creation of bunko libraries and reading groups, provide advice and information, hold study groups, and publish a bulletin. The Center has done much to promote cooperation among and development of bunko libraries.

In 1970, a national organization, the Liaison Council of Parent and Children Reading Local Union Bunko was established to link bunko all over Japan. The Liaison Council issues a monthly bulletin entitled Kodomo to Dokusho [Children and Reading] (formerly called Oyako Dokusho [Parent and Child Reading]), which has stimulated nationwide bunko activity and helped promote the building of public libraries.

The Japan Association for the Study of Children's Books was founded in 1968 to promote research on and dissemination of juvenile literature, thereby enhancing the quality of children's books in Japan. Its members are largely writers of juvenile literature, school teachers, nursery school teachers, and librarians. It publishes two periodicals, both entitled Kodomo no Hondana [The Child's Bookshelf], one being a monthly review of books and the other a quarterly journal of research. It also compiles a booklist, Dono hon yomoo ka na? [What Books Shall I Read?]. In addition to publishing, it holds annual lectures on children's books and children's culture.

Tokyo Children's Library, which incorporated four bunko libraries, including that of Momoko Ishii, began its activities early in the 1970s. In addition to regular libraries services for children and adults, it offers courses on storytelling and publishes a quarterly journal, Kodomo Toshokan [Children's Libraries], featuring book

reviews, in an attempt to help chilren's librarians become better equipped for their profession.

II. Prospects for the Future

A. Japanese Children Today

Since 1960, the population of children in Japan has been decreasing and that of the aged has increased, as illustratead in the table below:

Age / Year	0-14 (children)	15-64 (workforce)	65 and over (aged)	Total	Total population
1935	36.9%	58.4%	4.7%	100%	69,254,000
1950	35.4	59.7	4.9	100	83,200,000
1960	30.3	64.3	5.7	100	93,419,000
1970	23.9	69.0	7.1	100	103,720,000
1980	23.5	67.5	9.0	100	117,057,000

Rapid economic growth in the 1960s led to overpopulation of the large cities and depopulation of farm and fishing villages. The number of nuclear families increased, with the average size of

Year	Proportion of nuclear families	No. of household members	Birthrate per 1000 people
1965	54.9%	3.75	18.6
1970	58.5	3.45	18.8
1975	59.1	3.35	17.1
1980	58.4	3.28	13.6
1983	60.9	3.25	12.7
1984	60.6	3.19	12.5

families decreasing almost yearly. With the decreasing birthrate, the number of small families is increasing, as shown in the table above.

These social changes have had a great impact on children. The tendency to overemphasize educational background (what some call academic pedigree) has led to the increased numbers of children attending private remedial classes or entrance examination prep schools (juku) after school in the effort to improve their academic performance. The once-familiar scene of children frolicking in the streets after school hours has become quite rare, and the traditional neighborhood groups of children of various ages led by urchin bosses have all but disappeared. These groups cultivated a sense of belonging, solidarity, and protectiveness for the small and weak among children of different ages, but both the social and physical milieu that nurtured them has been lost. Today bullying among small children has become a social issue of national concern, and incidents of suicide caused by bullying are frequently reported in the media. The Ministry of Education and local boards of education are trying to devise measures to cope with this problem, but bullying, juvenile violence and deliquency are deeply rooted in the current social conditions. This, I believe, is a manifestation of the tendency toward materialism that prevails in our civilization.

Children who do not feel sympathy for other people's pain suffer no sense of guilt in teasing or bullying others, and this reveals their lack of imagination. The imagination is cultivated from infancy onward through the web of the stable and trusting relations between a child and the people around him and through the traditional culture and environment of society. A child's sense of imagination is, in particular, cultivated by reading and listening to stories. Today,

however, many factors have deprived children not only of the simple pleasures of outdoor play but of the joys of reading. These include the decreased educational function of the family, excessive time spent watching television from an early age, attendance at cram schools and other extracurricular classes, and, of late, the absorption in video games.

Let us look at a survey of how primary school students spend their time conducted by the Japan Broadcasting Corporation's Public Opinion Poll Research Division in 1981. The table below indicates that primary school students spend five to six times as much time watching television as they do reading, showing that they feel closer to video culture than to the culture of the printed word. Reading books requires a child to use his imagination to transform the written word into images, while watching television brings images and sounds immediately into being with the mere flick of a switch. Television does not require a child's imagination to work actively; he can simply watch passively. It is, moreover, a one-way medium that functions without regard to the child's mental or physical state; and in order to augment ratings, television programs tend to become more and more sensational. Watching television or playing video games is a relatively "mindless" activity that can impair a child's ability to think.

The study also shows that, on the average, children spend 20-40 minutes a day reading, but we know that children recently tend to pick up only books that are light and require little reading effort. Libraries find that the heavier, more substantial books that require considerable effort are rarely borrowed.

Public libraries are endeavoring to bring children into closer contact with books through such regular activities as reading aloud,

How Primary School Students Spend Their Day
(average hours)

	Mon.-Fri.			Saturday			Sunday		
	1970 time	1975	1980	1970	1975	1980	1970	1975	1980
Sleep	9.23	9.19	9.13	9.13	9.12	9.04	10.12	10.13	10.04
Eating	1.31	1.33	1.33	1.24	1.25	1.24	1.29	1.30	1.31
Misc. tasks	.48	.53	.58	.48	.50	.58	.51	.54	.58
Chores	.09	.02	.02	.11	.02	.02	.08	.01	.02
School-work	7.03	7.09	6.55	5.09	5.11	5.10	1.58	1.27	1.31
Classes/School events	5.43	5.26	5.19	4.03	3.40	3.51	.48	.06	.19
Extra-curricular activities			.17			.13			.06
Extra-curricular study	1.20	1.43	1.19	1.07	1.30	1.07	1.10	1.21	1.06
Housework	.21	.20	.18	.36	.32	.28	1.21	1.15	1.04
Movement from one place to another	.57	.52	.58	.59	1.04	1.08	.20	.26	.45
to school	.52	.48	.48	.49	.53	.46	.08	.05	.04
With friends	.05	.05	.04	.07	.11	.13	.11	.22	.30
Rest	.14	.20	.28	.17	.22	.15	.14	.19	.18
Leisure activities	1.32	1.21	1.15	2.24	2.00	2.31	3.35	4.02	3.49
Reading (newspapers, magazines, books)	.19	.21	.24	.31	.31	.29	.42	.38	.42
Listening to radio	.01	.01	.03	.02	.04	.04	.03	.07	.07
while doing something else	.01	.01	.02	.02	.01	.02	.02	.04	.03
Watching television	2.11	2.20	2.32	2.59	3.25	3.09	3.44	3.39	3.31
while doing something else	.43	.35	.41	.41	.44	.51	.48	.46	.46

story-telling and booktalks, as well as publication of bulletins introducing new books and announcing library events for children. However, as many have pointed out, children have changed both mentally and physically; many are extremely passive and able to concentrate for only very brief periods of time. Their imagination and reading ability are insufficient for them to actively enjoy the world of stories and tales.

The Japanese language has many homonyms and it is sometimes difficult to understand what one hears without knowing the characters for particular words. In thinking, one uses language to shape ideas, and for Japanese thinking depends heavily on the ideographs of their language. Cultivating the ability to form images from words, particularly through the medium of ideographic characters, is especially important in the Japanese language.

Mastery of these characters is acquired primarily through reading. When children read less, their ability to think and conceptualize may become impaired, and this is a serious problem Japanese must face. Efforts must be made in the home, in the schools, and by society as a whole to cultivate the habit of reading and to encourage children to experience the joy of reading in order that their intellectual powers will not atrophy. We must work to achieve a balance between children's exposure the printed word and to video culture, for it is predictable that in the future more and more information will be made available through the so-called "new media." Finding an effective way to link video culture with reading is an important task we face.

B. Better Library Services for the Future

In order to help all children experience the joy of reading, we must make collections of good books available to them close at hand. When a library is closeby in the community, it becomes a familiar part of the daily life of neighborhood children. Once borrowing books becomes a regular habit, children enjoy reading and the expanded horizons that books can bring, and thus reading and using libraries becomes a lifelong pleasure and custom. Our most urgent task, then, is to promote the building of libraries throughout the country. As I mentioned earlier, there are many municipalities, especially small towns and villages in rural areas, where there are no public libraries. Our efforts should be directed at those areas before all others. In urban areas, our concern is for the establishment of finer networks and more effective interlibrary loan systems. This is vital when we consider the great population one library must serve and the diversity of the needs it should meet.

Along with our endeavor to increase the numbers of libraries, that to raise the standard of services should, of course, be invoked. Children's libraries services that are offered in Japan at present are at different levels of development. On the whole, recognition of the need for professional children's services is still poor. Children's librarianship, for example, is not a required course for certification of librarians. Many of the staff responsible for children's libraries do not have sufficient training or skills for this particular field. They are forced to study on their own, share information with others on their own initiative and gain experience and training informally, both on and off the job. In the 23 wards of Tokyo, for example, library staffs are recruited not from among certified librarians but

as general office workers. Those working in libraries who have certification as professional librarians total only 26 percent. As a measure to cope with this situation, the Tokyo Metropolitan Hibiya Library offers 4-day course for newly appointed staff in charge of children's book departments each year. Some wards provide training for new library staff on their own or in collaboration with other wards.

Since 1980 the Japan Library Association has conducted a two-week training course for children's library staff. It is designed for persons with five or more years of experience in children's services. It is hoped that after completion of the course the participants will take the lead in their local areas in improving the standards of children's services.

All these measures, however, only treat the symptoms of the problem, and the establishment of basic conditions for achieving better qualifications and professionalism for children's librarians is still a long way off. What is required is that courses on children's librarianship be included in the credits required for certification of librarians. Also desirable is the creation of networks on the municipal, prefectural, and national level for training of newly appointed staff, on-the-job training of current staff, and further training for library personnel in leadership positions.

Only 51 percent of the staff of public libraries in Japan are certified librarians. Since it is desirable that at least two-thirds of public library staff be so qualified in order to raise the standard of public library services, efforts must be made to encourage local and municipal governments to recognize the need to hire more certified librarians.

C. Conclusion

Japan's public libraries still lag behind those in Europe and the United States. As L.R. McColvin has noted, in the case of library services, it is not public demand that prompts expanded service, but expanded service that stimulates demand (The Chance to Read, UNESCO, 1957). Our first task is to build public libraries in communities that do not yet have them and to offer good library service.

The growth of children today is unbalanced; they are rich materially but poor in mind and spirit. Children need to experience stable human relationships from the time they are small. Healthy imaginations and open hearts are nurtured by listening to stories and by cultivating the habit of reading. One of the most important tasks of public libraries is to give greater emphasis to children's library services and to make more active efforts to convince parents of the importance of books in the lives of children, and encourage them to read to children in the home. In order to achieve this, librarians themselves must know more about children and about the books they need, and about ways to bring the two together. Efforts must be made to assure that there are trained and professional children's librarians in all the public libraries in the country and to improve the quality of the services they render. The current social problems we face can only be resolved by finding ways to help our children grow up healthy both in mind and body. In that endeavor, the united efforts of the family, the schools, and the community are essential.

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How a typical Canadian elementary school library is run in a busy metropolitan area (slides)

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1. Please join us on a visit to the library at Meadowbrook Elementary school, a public school located in the suburb of Lachine in Montreal, Quebec, Canada.

2. The school has 500 students from kindergarten to grade 6. 300 in the English stream and 200 in the French Immersion stream.

3. The library is 12 years old, it was set up by the present principal. It is a large room, very bright, carpeted and there are lots of green plants around the room to make it look very comfortable and "user-friendly" to the children. It is sub-divided into different sections:

3a. new arrivals
4. fiction.
4a non-fiction.
4b. French corner.
4c. easy reader material.
4d filmstrips.
4e. magazines.
4f. the card catalogue.

5. On the day that the librarian is present, there are classes scheduled for the library. Here she welcomes grade 2.

6. The children sit on the carpeted floor while the librarian reminds them of overdue books and tells them of new arrivals they might be interested in etc.

7./7a Then it is time for storytelling.

8. The library period lasts for 45 minutes and once the storytelling is finished the children are encouraged to browse for books to borrow for a period of 2 weeks.

9. There are tables and chairs placed around the library so that the children can quietly sit down and peruse what they have found on the shelves.

10./10a With such a wide choice of books to borrow, it sometimes takes quite a bit of browsing before the right book is found that will be of interest.

11. The librarian will help out with reference books

12. and also if there is a particular book of interest but that might be too difficult to read.

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13. Once the selection has been made, the children sign out their books at the desk by filling out the book-cards themselves. The volunteers will do the necessary filing of cards etc.

14./14a A grade 6 comes in for library instruction. Today, it is in the use of the card catalog. The librarian has prepared enlarged cards containing all the information found on a card such as accession number, title, etc.

15. The students are then given an exercise to find books according to an accession number previously written on a paper.

16. When the books have been retrieved, and checked out by the teacher, the students are free to browse for books.

17. Time to go back to the card catalog for specific information.

18. There is a place to quietly do some homework or research for a project.

19. Time to check out new books, or material such as filmstrips or magazines for another 2 weeks.

20. A quick glance at the artwork that is decorating the library.

21. Then back to class with pertinent information for next project.

22. While the students are browsing, being taught or read to, a volunteer prepares books with bar code labels in anticipation of the arrival of an Apple 2 computer that will be used for all the processing.

23. The library is open during regular school hours and is staffed by one librarian who works 21/2 days a week and mother volunteers who work in shifts with the librarian and who are there as well when the librarian is not present in order to ensure that the library is open to the students and the teachers every day.

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